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ABSTRACT

The interim report describes the second year activities of a three-year project to provide an integrated career education curriculum for students in grades K-14 in the Oklahoma City Public School District. Detailed are the goals and objectives, procedures, results, accomplishments, and conclusions and recommendations. Appendixes include a list of career education speakers, career education tours, inservice workshops held, and publicity examples. The major portion of the document consists of the report of the third party evaluation team from Central State University. Evaluation techniques included use of the project planning guide to determine the extent to which objectives had been met; school visitation; and interviews with students, teachers, media specialists, and counselors at various grade levels. Based on the findings of the evaluation committee, a list of general conclusions and recommendations was submitted. Also documented is the present status of recommendations made by the evaluation team in the previous year. Twenty-eight appendixes to the evaluation report include the proposal for the third party evaluation, the interview forms used, and results of a questionnaire assessment of the career education project conducted by the Department of Research and Statistics of the Oklahoma City Public Schools. (RG)

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INTERIM REPORT

Project No. F6 004 VW
Grant No. OEG-0-73-5321

Academic and World of Work Gap-Bridging Through Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July, 1975

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SUMMARY OF THE REPORT

Time Period Covered By the Report: July 1, 1974 to June 30, 1975.

Goals and Objectives of the Project: The program was designed to result in the adoption of the career education philosophy by professional school staff to the extent that by the third year of the project an integrated vertical career education curriculum would be available to all students in grades K through 14 in the Oklahoma City Public School District. The major objectives of the second year were:

1. To obtain staff commitment to the career education philosophy to the extent that 100% of the professional staff are aware of career education, 50% are at the interest level of the diffusion process, and 25% of the staff will try at least one career related technique or process.

2. To maintain and expand staff participation in fostering career awareness experiences for fifth grade students through use of weekly television broadcasts, speakers, field trips, and transportable career education packages.

3. To maintain and expand exploration programs at the middle school level which were developed the first year of program operation. Such programs to cover occupations in trades and industry, business and home economics.

4. To maintain and expand eleven programs in Industrial Power, Hospitality and Personal Service, Home Construction, and Career Exploration at the ninth-tenth grade level.

5. To maintain and expand skill training offerings at the eleventh-twelfth grade level planned or developed the first year of project operation in areas of building construction, interior decorating, cooperative business management, and business and office skills.

6. To expand the first year placement service system for the dropout or potential dropout. Such service to include referral guidelines to other agencies or sources.

More specific objectives are listed in the body of the report.

Procedures Followed: The three major areas of emphasis which were identified the first year of project operation were addressed as major areas during the second year. They include: (1) search, selection, acquisition, and/or development of career education instructional materials; (2) career education orientation of teachers, administrators,

and students; and (3) initiation of new programs and/or infusion of career education activities within the current school programs. The staff selected at the beginning of the project remained unchanged for the second year of the project. The advisory committee lost two members and added six new members to assure representation from all levels of education, parents, high school students, labor, and business.

Inservice efforts were directed at orienting staff to particular program components, developing and gathering curriculum resources, and general orientation. Special presentations were delivered to civic groups, other agencies, and graduate classes at institutions of higher education. Local dissemination of project efforts was accomplished via brochures, radio broadcasts, and newspaper articles. Inservice efforts continued throughout the year.

At the fifth grade level, teachers were encouraged to allow students to participate in the full year's schedule of weekly career awareness television broadcasts, field trips, guest speakers, occupational "suitcases," and hands on activities. Continuous guidance and help was given to teachers to promote these activities and to infuse them into the ongoing curriculum.

The major effort in the exploratory component at the middle school level was to provide additional hands on activities to students. This included "World of Plastics" for sixth grade, "World of Construction" for seventh grade, and "World of Manufacturing" for eighth grade. Curricula in Home Economics career exploration were developed primarily for seventh grade and "World of Business" was developed for eighth grade. New programs were added during the second year of project operation in the areas of business, home economics, and plastics.

Programs initiated during the first year at the ninth and tenth grade levels allowed greater student exploration in a given career cluster. These programs were continued during the second year and included industrial power, home construction, hospitality-personal service (expanded from four to nine schools) and a one-semester career exploration class for more disadvantaged students. The career exploration class emphasized personal skills in grooming, interviewing, and job seeking as the student identified career interest areas.

Three offerings in skill development for eleventh and twelfth grade students were initiated the first year and continued during the second year. These are an interior decorating cluster, a cooperative office program designed for seniors interested in business careers other than secretarial, and a two-year program designed to graduate students skilled in all areas of business and office secretarial skills. Additionally, a curriculum module on general job skills and attitudes was developed and initiated in all high school cooperative vocational classes.

Guidance and counseling efforts were directed at maintaining and expanding liaison with all of the System's elementary, middle, and high school counselors to reinforce the career education concept. Workshops were held and intensive personal contact was maintained with counselors by the project staff. The Liaison Specialist maintained effective liaison with

the Oklahoma Employment Security Commission, Governor's Program for Youth Employment, CETA, Oklahoma State Department of Labor, and many other agencies and organizations. Liaison with business was also expanded during the second year of project operation.

Results and Accomplishments: Major results are:

1. All fifth year teachers, counselors, consultants, and principals were directly involved with career awareness. Thirty-six television shows were broadcast to foster student career awareness. Teacher guides were furnished concerning each broadcast. Field trips were scheduled and career speakers were available to all fifth grade students.

2. Expansion of new exploration programs in the areas of business and office, industrial arts, and home economics from a first year total of 16 to a second year total of 30, serving 3,000 and 5,500 students respectively.

3. Expansion of new vocational/pre-vocational programs from 12 the first year to 15 the second year and increasing from 500 to 850 students served.

4. Placement of over 100 dropouts or potential dropouts into jobs, training programs, or back in school.

In total, forty-five objectives were proposed for the second year. Of these, 5 were exceeded, 29 accomplished, 10 partially accomplished, and 1 was not feasible.

Evaluation: A team from Central State University was contracted to make the third-party evaluation of the project. Their evaluation report is a part of the interim report and speaks to each project objective. Central State University is located in the Oklahoma City SMSA at Edmond, therefore on-site collection of data was appropriate.

Conclusions and Recommendations: There was a general conclusion that the career education project in Oklahoma City has built a solid foundation upon which future lasting growth can be accomplished in a meaningful fashion. Empirical conclusions of the project staff include:

1. Staff motivation cannot be achieved by inservice alone. Personal contacts must be established and maintained throughout the year.

2. A meaningful scope and sequence is difficult to achieve in the embryonic years of project formation since students in all grade levels must first develop a career awareness.

3. One of the unique problems of a large metropolitan school is the large staff turnover and reassignment requiring continuous individual contact concerning career education programs and philosophies.

4. Preservice teacher training should give more emphasis to career education.

Recommendations from the career education staff included:

1. Increased emphasis should be given to infusion of the career education philosophy and activities into all high school curricula.

2. Additional workshops and/or inservice sessions are needed to expand career education awareness and to speed up the diffusion process.

3. More day-to-day dialog is needed between career education staff members and the third-party evaluation team members.

Recommendations from the evaluation team included:

1. Evaluation should be accomplished in line with the HEW guidelines on evaluation of career education programs.

2. Additional emphasis is needed to expand programs and information at both the middle school and high school levels.

3. Delineation of more specifically performance based goals and objectives for the 1975-1976 school year.

INTERIM REPORT

STATEMENT OF THE PROBLEM

The problem area toward which the Oklahoma City Career Education Program is directed is that of filling in gaps in the vocational component of career education and infusing the career education philosophy into the curriculum, grades K through 12.

The Oklahoma City Public Schools serve the largest metropolitan population in Oklahoma. The District of 53,000 students in central Oklahoma comes from a school community of 366,481 persons. The economic climate in the metropolitan area can be described as 43% business, 30% industrial/technical, 11% building trades, 11% homemaker, and lesser percentages in other occupations. The average adult educational level is 12.3 years of schooling for those who are 25 years old or older. Of those adults in the 18-24 age range, 67% have a high school education or more.

The 53,000 students include approximately 28% who are black, which is the only minority group in significant numbers. Students and 2,500 certified staff are in 84 elementary schools, 11 middle schools, 9 high schools, and several special purpose schools. The Special Education Department is one of the most complete in the country and conducts programs for educables, trainables, physically handicapped, deaf and hearing impaired, partially sighted and blind, learning disabled, emotionally handicapped, and multiple handicapped. There are more than 17 different reading programs established to meet the needs of students.

The problem is one of overcoming the obstacles presented by a diverse student population with a multiplicity of educational needs--by bridging gaps currently existing within the school system in the areas of career awareness, exploration, orientation, skill development, and job placement. Specifically, the gaps are being filled by redesigning curricula, enriching, enlarging and/or establishing new courses, and obtaining commitment of staff members to the career education concept.

GOALS AND OBJECTIVES

The goal of this project is to add new components to the existing curriculum to bridge educational gaps in the Oklahoma City School System and to establish an integrated vertical career education curriculum. An additional goal is to gain the commitment of the professional staff of the Oklahoma City School System to the career education concept.

Program Objectives

Awareness Phase

1. To develop 20 twenty-five minute television broadcasts on the fifteen career clusters, at least 10 to be prepared the first year, the remainder the second year. The first year, selected commercial films will be integrated into the sequence of local broadcasts, insuring a weekly career education presentation.

   a. To develop specific student performance objectives for each broadcast which relate to student awareness of opportunities in the world of work, student attitudes about work and student understanding of self in relation to aptitudes and interests for work.

   b. To provide teachers with materials related to the broadcasts and with inservice training in use of the broadcasts.

   c. To present the broadcasts to all fifth grade classes in the Oklahoma City Schools at the rate of one per week (optional to other grade levels).

2. To coordinate with teachers and business leaders concerning tours available to fifth year students in the Oklahoma City area.

   a. To develop and distribute a publication of available tours in the Oklahoma City area to fifth grade teachers.

   b. To provide 30% of fifth year students one field trip to industry the first year and 100% the second year.

   c. To develop specific student objectives relating to the understanding of jobs observed plus other teacher information for use in pre-trip and follow-up activities. To distribute this to all fifth grade teachers.

3. To coordinate with the community in identifying people who would be willing to speak to fifth year students about their careers.

   a. To design and distribute necessary forms and information to outside speakers and teachers to obtain and disseminate such data as subject matter and length of presentation.

   b. To provide five career speakers to each fifth grade class.

4. To involve 100% of fifth year administrators, counselors, consultants, and teachers in fostering a career awareness program with their students.

   a. To develop materials promoting career awareness to be used at inservice sessions.

   b. To conduct at least three inservice programs concerning the

career awareness program for all fifth year personnel the first year with at least one the second year of operation.

c. To meet with counselors and work together on developmental guidance activities that will strengthen the career awareness program.

d. To infuse career education into the entire elementary curriculum (where possible) by small group task force types of inservice for teachers and by increased face-to-face support.

e. To visit each fifth year center at least three times each school year.

5. To coordinate the efforts of teachers in the development of 16 occupational suitcases with career information (filmstrips, slides, pamphlets, books, and other related visual materials) for use by fifth year students.

6. To furnish workbenches and tools for use in "hands-on" activities to schools requesting them.

7. To develop a measurable student improvement in career awareness and positive attitudes toward school and work by fifth year students.

Exploration Phase (Middle School)

1. To develop a nine week exploration program covering occupations in metal, wood, communication, electricity, and plastics.

   a. To delineate specific student performance objectives for the program.

   b. To operate the program four times each year for sixth grade students at three middle schools, with one school having two programs (total of four programs).

   c. To add one additional school the second year of program operation.

2. To expand existing "World of Construction" programs to three additional middle schools to serve approximately 1,200 seventh grade students in nine programs (two schools to have 2 programs each).

3. To expand existing "World of Manufacturing" programs to one additional middle school to serve approximately 600 eighth grade students in four middle schools.

4. To develop a one year (5 periods per week) program in seventh grade Home Economics career exploration with accompanying student performance objectives.

   a. To initiate the program in three middle schools during the 1973-74 school year, with seven additional middle schools added during the 1974-45 school year.

b. To pilot a one semester course in hospitality and foods at three middle schools for seventh grade students during 1974-75.

c. To pilot a one semester course in child care for seventh grade students during 1974-75.

d. To pilot a six week pilot program in Home economics career exploration in two additional schools during 1973-74.

e. To provide inservice training necessary to implement the various home economics programs in middle schools.

5. To develop mini-courses for middle school student use during scheduled "interest area" time in business-office education as a pilot program in four middle schools.

   a. To develop a one semester (five periods per week) introduction to business course for eighth grade students.

   b. To specify specific student performances objectives for the program.

   c. To initiate the program in one middle school to serve approximately 150 eighth grade students.

6. To acquire and modify where necessary curriculum materials to aid in infusing career education into the total middle school curriculum.

7. To develop a measurable student improvement in career awareness and positive attitudes toward school and work by middle school students involved in the programs delineated above.

Orientation Phase (9th-10th Grades)

1. To develop a one-year (five periods per week) Industrial Power program with emphasis on electricity, electronics, mechanical, and fluid control occupations.

   a. To specify student performance objectives relating to the understanding of the occupational opportunities, student aptitudes, and student abilities to specific occupational choices.

   b. To initiate the program in two high schools for approximately 160 students.

2. To develop a one year (five periods per week) Hospitality and Personal Service Program with emphasis on food service, hotel and restaurant administration, recreation management, and child care occupations.

   a. To specify student performance objectives relating to the understanding of the occupational opportunities, student aptitudes, and student abilities to specific occupational choices.

   b. To initiate the program in four high schools for approximately

500 students beginning the second year of the project.

3. To develop a one-year (10 periods per week) Home Construction program with emphasis on carpentry and other residential construction occupations.

   a. To specify student performance objectives relating to the understanding of the occupational opportunities, student aptitudes, and student abilities to specific occupational choices.

   b. To initiate the program in four high schools for approximately 160 students.

4. To pilot a one semester career exploration program at one high school to introduce students to job applications, job interviews, attitudes, and individual career exploration in students' interest areas.

5. To develop a measurable student improvement in career awareness and positive attitudes toward school and work by high school students involved in the programs delineated above.

Skill Development (11th-12th Grades)

1. To develop a two year (15 hours per week) Building Construction Cluster in masonry and electrical wiring the first year with carpentry to be added to the cluster the second year.

   a. To specify student performance objectives relating to occupational competency by the end of the second year.

   b. To establish the program in one location the second year.

   c. To initiate a placement component which will assure the placement on jobs or in continued education of 95% of graduating students.

2. To develop a two year (15 hours per week) Interior Decorating Cluster in upholstery and drapery. (one year possible at student's option.)

   a. To specify student performance objectives relating to occupational competency by the end of the second year.

   b. To establish the program in two high schools the 1975-76 school year.

   c. To initiate a placement component which will assure the placement on jobs or in continued education of 95% of graduating students.

3. To develop a one year cooperative office training program for 12th grade students in business administration, office management, and bookkeeping. (10 hours per week in class, 15 hours per week on-the-job.)

   a. To specify student performance objectives relating to occupational competency by the end of the second year.

b. To initiate the program in one high school.

c. To initiate a placement component which will assure the placement on jobs or in continued education of 95% of graduating students.

d. To integrate these methods into one existing Cooperative Office Education class the second year of program operation.

4. To pilot a two year program in office education covering all facets of secretarial skills. To initiate the program at two locations--each program to meet two hours per day.

Training and Placement Component

1. To develop a guide for placement services including referral procedures, counselor responsibilities, and software required to operate placement services.

   a. To develop liaison between the project and the guidance and counseling component of the Oklahoma City School System through inservice, personal contact, and media.

   b. To assist counselors in obtaining proficiencies needed to use placement records, to design job surveys, to interview employers, to assess student qualifications in relation to specific jobs, and to identify State and local placement services and their uses.

   c. To train middle school and high school counselors in the use of VIEW decks and other resource materials.

2. To establish an exemplary training and placement office with responsibilities for student career counseling, job and/or training/school placement for dropouts or potential dropouts.

   a. To expand the services offered by the Training and Placement Office by addition of one half-time secretary.

   b. To develop and implement procedures to place 200 students per year in jobs/training/school.

   c. To maintain accurate records (including follow-up) on all students contacted.

3. To establish and maintain contact with local, State, and Federal agencies whose areas of responsibility might overlap with those of the Liaison Specialist.

4. To contact businesses and industries within the Oklahoma City area to secure student jobs and/or training positions.

Dissemination Component

1. To make 100% of the professional staff aware of career education, 50% at the interest level, and 25% at the trial level of the diffusion process.

2. To establish contact with patrons and community members of Oklahoma City to further an awareness of and involvement in the Career Education Project.

3. To establish a working project advisory committee with representation from students, teachers, school administration, professional education association, parents, labor unions, college staff, local businessmen, and the Oklahoma Employment Security Commission.

4. Develop a prepared slide/tape presentation explaining the Oklahoma City Career Education Project.

5. Make available to interested educators a cassette AV tape of all career awareness broadcasts.

6. Elicit from teachers whose programs are not directly supported through the project, requests for supplies and instructional materials and consultant services concerning infusion of career education activities in the classroom.

7. To continue career education inservice with professional staff whenever and wherever possible. To place special emphasis on support of task forces with specific objectives to produce/adapt a product which can be disseminated throughout the school district.

Administration

1. To supervise and coordinate the work of the project staff.

   a. To keep and maintain records of all pertinent information, i.e., weekly work sheets of project activities.

   b. Coordinate efforts of the project staff with Central Office departments, local schools, State Department of Vocational and Technical Education, and other agencies.

2. Prepare and submit all progress reports to the State Department Project Coordinator when due.

   a. Prepare and submit all monthly finance reports to the State Department Finance Director when due.

   b. Prepare continuation proposals for the second and third years.

3. Order all equipment, supplies, materials, and other items necessary for operation of the Career Education Project.

4. To review applicable local, State, and Federal project reports and products for possible input to the Career Education Project.

5. To maintain effective lines of communication with other career education project directors.

6. To coordinate with other consultants and coordinators in areas of

inservice, materials and equipment, and curriculum for developmental programs concerning career education.

7. Establish and maintain communications with all Central Office administrative personnel to involve them in the career education project.

8. To establish and maintain all necessary financial records, purchase requests, and other supportive material necessary for adequate auditing and record keeping purposes.

Development and Evaluation

1. To prepare and reproduce written materials needed for the Career Education Project as required.

2. To develop a career education research and curriculum materials center.

3. To work with local research staff and the third party evaluation team to evaluate the Oklahoma City Career Education Project.

DESCRIPTION OF PROCEDURES

Awareness Level

The Oklahoma City Public School System has sixteen schools designated as fifth year centers in addition to eleven K-5 schools. The fifth year centers are schools comprised entirely of fifth grade students to allow greater flexibility in scheduling special interest activities and field trips. Total fifth year student population during the 1974-75 school year was approximately 4,100, taught by a staff of 140 teachers.

The areas of emphasis followed at the awareness level were as delineated in the project objectives, i.e., television programs, guest speakers, tours of local businesses, and development/use of occupational suitcases.

A total of twenty career awareness television shows were developed and broadcast at weekly intervals over the System's educational television facility by the two Occupational Information Specialists. Since the System's educational television system is partially supported by the Oklahoma State Department of Education, all broadcasts can be received (through relaying equipment) by approximately 75 percent of the State. Thus, the career awareness broadcasts may be viewed by many of the State's elementary students. A 91 page guide containing program outlines, student objectives, and follow-up activities has been printed and distributed to all of the System's fifth year personnel and is available across the State.

A nationally produced career awareness television series (Bread and Butterflies) has been purchased by the Oklahoma State Department of Education for broadcasting over the Oklahoma City System's educational channel. Both series, national and local, are coordinated to allow for the weekly

presentation of a full year of career awareness shows. The State Department has inserviced many school districts on the use of both series.

All the fifth year teachers within the System could arrange to have five outside speakers come to their classes and visit with students about occupations in which the teachers felt their students might be interested. The teachers could fill out and mail a request to one of the Occupational Information Specialists identifying a speaker in a certain career field. The Specialist would then locate and schedule such a speaker. Since speakers would normally speak to an entire fifth year center, approximately 3,000 fifth year students heard from two to five guest speakers covering a variety of occupations (See Appendix A). Some teachers also schedule parents of students to speak to their classes.

The Oklahoma City System has a School Volunteer Program of community members consisting of approximately 730 speakers and an additional 750 teacher's helpers, therefore, the Project staff have worked closely with the Volunteer Office the past two years in sharing and exchanging data.

Many of the fifth year classes participated in field trips to business and industry (See Appendix B). One field trip was offered to each fifth year class. Approximately 62 percent of the classes availed themselves of this opportunity. A total of 14 schools sent approximately 1,718 fifth year students on career education field trips. This figure represents about 42 percent of the total fifth year student body.

All elementary schools participated in field trips sponsored by the Arts Education Department. All classes could take a maximum of ten field trips to locations within the metropolitan area representing a branch of fine arts. Locations included the State Historical Museum, art centers, other museums, concerts, and plays. Many of these field trips were used to stress career implications to elementary students as well as the esthetic enjoyment of art, music, and plays.

A total of 15 career suitcases (one for each career cluster) have been developed. These were rotated among all elementary schools containing fifth grade classes during the school year. Teacher recommendations for improvements of these suitcases were sought throughout the year so that modifications could be made before beginning the third year of the project.

Another activity involving many fifth grade classes was "hands on" elementary industrial arts. Work benches were secured (at no cost to the project) from industrial arts classes and furnished, complete with hand tools, to elementary schools. Fifteen of the 27 schools having fifth grade classes were involved. An inservice session was held for 40 involved teachers to demonstrate project construction, safety, and use of hand tools.

Replacement work benches with castors were constructed by one of the high school home construction classes. These benches can be moved from room to room, have storage space on top of the cabinet for tools and space below the cabinets for projects. The high school home construction class was aware that the work benches were to be used in the elementary schools and

consequently were very enthusiastic about the project.

Members of the Career Education staff felt that an effective program could be implemented only by establishing effective lines of communications with teachers involved in the project. In addition to four inservice sessions held for fifth year principals, counselors, consultants, and teachers during the past year, each of the 27 elementary schools involved in the project were visited at least twice each semester by the Occupational Information Specialists. As they consulted with the teachers, the Specialists solicited suggestions and recommendations for improving components of the awareness program and implemented these ideas where possible. It is believed that a very satisfactory rapport has been developed between the members of the Career Education staff and the approximately 230 certified elementary personnel involved with the career awareness program.

Exploratory Level

The exploratory component of the Oklahoma City Project impacts on the eleven middle schools. Exploratory programs are conducted by home economics, business, and industrial arts teachers.

Classes within the industrial arts area include a program for sixth grade students piloted at five middle schools. Students are enrolled in a nine-week industrial arts class covering occupations and exploration in wood, metal, communications, electricity, and plastics. A cross discipline approach is used to design projects which will involve students in each area. An example of such a project is an electric motor that many of the students construct. Plans are drawn, a base is constructed from wood, the armature is hand wound, mounting brackets are constructed from metal, and a case is molded from plastic. Reception of the program from the approximately 1,800 students enrolled has been very enthusiastic.

"The World of Construction" is an industrial arts program for seventh grade students. Students are enrolled in the class for the entire year and are exposed to hands on activities relating to approximately 80 career fields in the construction industry. Eight programs were in operation in seven middle schools during the first year and one additional program was added the second year. The nine programs served approximately 1,600 students during the second year, an increase of about 400 students.

"The World of Manufacturing" is the industrial arts program offered for eighth grade students. As in the seventh grade, students are enrolled for the entire year and explore approximately 80 career fields in the manufacturing industry. The program was available in five middle schools during the first year. Due to problems in personnel and scheduling, one school was forced to drop the program this year, however, total enrollment remained at approximately 750 students in the remaining four schools.

Inservice by the Industrial Arts Consultant for the Oklahoma City System during the second year consisted of several visits to each program so that problems could be attacked and improvements initiated on an individualized basis.

The home economics departments in the middle schools were involved in a variety of career education projects during the 1974-75 school year. In three middle schools, the first semester was spent in field testing "Exploring Careers in Hospitality and Foods" for the McKnight Publishing Company. Six teachers and 380 students at the seventh and eighth grade levels were involved in the field test. One of these schools used the McKnight "Child Care Career " curriculum materials with 60 eighth grade students during the second semester.

Seven middle schools used the Oklahoma City "Home Economics Careers" materials which were developed and piloted the first year. The materials are adaptable for use with both seventh and eighth graders in a time range of six weeks to a semester. Over 1,200 middle school students had exposure to at least six weeks of this curriculum and 26 teachers were involved in teaching it. The enrollment compared to about 550 students who were involved the first year.

A one-semester program in business and office careers was offered in five classes at four middle schools for approximately 800 eighth grade students. The enrollment compared to 300 students in the pilot program at two schools the previous year. Students in the program are exposed to fundamental typing skills as well as to the many occupations in this career cluster. Teachers also devoted time to classroom discussion of attitudes, grooming, and the many skills needed to succeed in the world of work.

Orientation Level

The Oklahoma City Public School System has nine high schools, all of which enroll students from ninth through twelfth grades, and one area vocational-technical center for students in grades 10-12. Several of these same schools also offer evening adult classes in academic, general, and vocational education. In addition, the System has an adult day school, an "outreach" program for expelled students, a middle school for boys who cannot function in their "home" school due to discipline or absenteeism, a similar school for girls in grades 6-12, a school for emotionally and physically handicapped students, a special school for mentally handicapped students, and an alternative school for other students who are not able to function effectively in their "home" school.

In the high schools of the System, the Career Education Project is divided into two components: the orientation component for ninth and tenth grade students, and the skill development component for eleventh and twelfth grade students.

At the orientation level, programs include two industrial power programs serving 160 students, nine home economics programs serving 750 students, four home construction programs affecting 160 students, and one career exploration program affecting approximately 50 students. In all, there were approximately 1,120 students in these programs the second year compared to approximately 720 students the first year.

The industrial power class is an industrial arts class for ninth grade students. The class is structured as a full year course in fluid, electrical, and mechanical power. As pointed out in the first interim report, implementation of the class would expose students to the wide range of industrial occupations opportunities in the Oklahoma City area at Tinker Air Force Base and in the many industrial plants such as Westinghouse, General Electric, and Western Electric.

The home construction class is an industrial arts class for tenth grade students. The classes meet one hour daily for the entire school year to acquire skills and occupational knowledge in many areas of residential construction. Students in two classes build "mini-barns" for sale to the public and have drawn much favorable public interest.

The home economics programs for ninth and tenth grade students is composed of units in foods, clothing, family relations, child care, home management, and consumer economics. Career information units that were field tested and revised during the first project year were implemented, following inservice for all teachers, in all nine comprehensive high schools during the second year.

The career exploration program which was piloted at one high school during the first year was continued with primarily tenth grade students. Students in the class were tested for aptitude and career interest, discussed grooming, attitudes, job seeking and job interviewing skills, career opportunities in different areas, and many other aspects concerning the world of work.

Skill Development Level

The Oklahoma City School System has a very comprehensive program in vocational education, offering skill training in 35 different career fields. Three programs initiated with start-up support from the project during the first year were continued, serving 125 students the second year. The programs are: (1) an Interior Decorating Cluster designed to train students in furniture upholstery, drapery construction, and accessory items; (2) a cooperative office training program for business careers other than secretarial; and (3) a comprehensive secretarial program.

Guidance and Counseling Component

The Liaison Specialist, during the second year, maintained and improved working relations with the field. His activities the past year included working with middle and high school counselors, contacting business and industry employers, working with dropouts or potential dropouts, and maintaining liaison with the 26 agencies in the metropolitan area which are concerned with problems related to the guidance and counseling area.

The major thrust of working with dropouts or potential dropouts resulted

in serving 180 clients as compared to 130 served the first year. Services to these clients included job placement, on-the-job training, other training, placement back in a regular or a special school, individual counseling, and collective job interview seminars. The job interview seminars, making use of industry personnel officers as resources, were continuing to be a most effective technique.

Advisory Committee

One of the priorities defined for the first year of project operation was the formation and implementation of a Career Education Advisory Committee. The committee was expanded from 26 to 32 members the second year and included representation from students, teachers, school administrators, higher education, parents, labor unions, businessmen, and the Oklahoma Employment Security Commission.

Meeting topics concerned past accomplishments and future goals of the Career Education program. Techniques for greater student involvement, greater community involvement, and publicity were discussed. In many cases, action was taken which resulted in solutions to goals and objectives set by the advisory committee.

RESULTS AND ACCOMPLISHMENTS

Many of the results and accomplishments realized during the second year of project operation have been identified and delineated within the body of the third-party evaluation report. Some of the more significant results, however, appear below.

A two-day inservice session was held at the beginning of the school year for counselors representing each high school in the District. The thrust of this session was increasing counselor services to students in the area of career counseling. Feedback from all participants indicates excellent carry over results from this inservice.

All fifth grade teachers, counselors, and principals were also inserviced in September while middle school teachers in the areas of home economics and "World of Plastics" met several times throughout the year to compile student curriculum resource materials and finalize the entire curriculum for these courses. High school teachers in cooperative work experience programs met several times during the year to produce materials which could be used by various members of their high school staffs. The material produced consisted of a series of teacher booklets concerned with student ethics, grooming, getting a job, worker attitudes, and other similar topics. This material is available in each high school.

The close of the school year was culminated by a six-day workshop (Kaleidoscope '75) available to all teachers of the Oklahoma City Schools. One hundred ten participants were chosen from over four hundred applicants. The purpose of the workshop was to familiarize participants with the wide

variety of community resources available to their classrooms, and how they could infuse these resources into their curricula. The workshop was multi-sponsored: by Central State University which offered college credit for the workshop, by the Oklahoma City Chamber of Commerce and the National Alliance of Businessmen which provided partial workshop funding, and by the Career Education Project staff.

At the awareness level, ten additional television shows were produced this year. The total of twenty locally produced shows combined with the Bread and Butterflies series provided a full year of career awareness broadcasts to elementary students. All fifth grade teachers received a curriculum guide for each series which guide included a show synopsis, objectives and follow-up activities for each presentation. Positive liaison was closely maintained through the year with all fifth grade teachers, counselors, and principals.

At the exploration level, two middle schools involved all of their staff in career education curriculum infusion to affect 2,500 students. Plans were completed to begin a comprehensive career education program in an additional middle school beginning with the 1975-76 school year. Program expansion over the first year included three World of Business, one World of Plastics, and seven Home Economics Career Exploration programs.

At the high school level, all programs (with the exception of the Building Construction Cluster) functioned as delineated in the program objectives. In addition, materials were purchased to implement a career education resource center for teachers and students in two high schools and four middle schools. All six resource centers will be operational for the 1975-76 school year.

It is significant to note that the nationally produced career awareness presentations, Bread and Butterflies were produced at a cost of four million dollars, while the Oklahoma City career awareness presentations were produced for less than $34,000, with $19,000 being "in kind" contribution by the School District. While the quality of the locally produced series is not equal to that of Bread and Butterflies, it is quite acceptable and contributes much toward a full year's awareness programming.

REPORT OF THE OKLAHOMA CITY
CAREER EDUCATION EVALUATION TEAM
1974-75

ACADEMIC AND WORLD OF WORK GAP-BRIDGING THROUGH CAREER EDUCATION

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION
CONTRACTED UNDER
PART D OF PUBLIC LAW 90-576

USOE Grant No. OEG-0-73-5321
Project No. V361058

Submitted to the:

Research Coordinating Unit
State Department of Vocational-Technical Education
Stillwater, Oklahoma

July, 1975

REPORT OF THE THIRD PARTY EVALUATION TEAM

PREFACE

This is a report of the activities of the Third Party Evaluation Team for the second year of "Academic and World of Work Gap-Bridging Through Career Education" project, Oklahoma City Public Schools, Oklahoma City, Oklahoma. The report covers the activities of the Evaluation Team from April 1975 through June 30, 1975.

The evaluation team was composed of six professional staff, School of Education, Central State University and four graduate assistants who worked with professional staff on the project. Activities consisted of evaluation team members meeting with the Project Director, the Career Education Director and his staff, the Research Associate for the project, and representatives of Oklahoma City School administration. The activities reported also include visits to all Fifth Year Centers, Middle Schools, and six High Schools in Oklahoma City.

The evaluation team is especially grateful to Mr. Tom DeSpain, Director of Career Education for the Oklahoma City Public Schools and Dr. Don Frazier, Project Director and Research Coordinating Unit Director, State Department of Vocational-Technical Education as well as Mr. Bob Alyea, Research Director for the project, for their availability and cooperation. Other members of the staff, Mr. Gary Hornish, Miss Sara Earnest and Mr. Cal Holloway made significant contributions to facilitating the evaluation committee efforts. A fringe benefit of the evaluation process was the opportunity of working with children, teachers, and site administrators of the Oklahoma City Schools.

Dr. Lucille W. Patton, Evaluation Team Chairman
Dr. Stewart Beasley, Jr., Research & Evaluation
Dr. Bob J. Brown, Vocational-Technical Education
Dr. Don Helberg, Middle Schools
Dr. Earl Newman, Middle Schools
Dr. Mary Ann Henderson, Elementary Education

GRADUATE ASSISTANTS:

Mrs. Martha Stewart, Research & Evaluation
Mrs. Monica Fenity, Vocational-Technical Education
Mrs. Ruth Springfield, Elementary Education
Mr. Ron Johnson, Middle Schools

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INTRODUCTION

The Third Party Evaluation of the second year of the Exemplary Program in Vocational Education, "Academic and World of Work Gap-Bridging Through Career Education" in the Oklahoma City Public Schools, was conducted by a team from the School of Education, Central State University, Edmond, Oklahoma. In order to provide the expertise necessary for the comprehensive evaluation, team members were selected from the Department of Elementary Education, Secondary Education, Vocational-Technical Education, and Guidance and Counseling. In addition to these five members the efforts of the team were coordinated by the Chairman of the Department of Vocational and Technical Teacher Education. Three of the team members had served as Third Party Evaluators for the first year of the project.

Even though the majority of the team members were experiencing their second effort in evaluating the Oklahoma City Career Education Project, various circumstances made the early entry into the evaluation an impossibility. The first of these was the receipt of the draft guidelines for the evaluation of Career Education programs submitted to the United States Office of Education, Department of Health, Education and Welfare, by Development Associates, Inc., 1521 New Hampshire Avenue, N.W., Washington,D.C. These guidelines were received by the Project Director and Career Education Director at the beginning of the 1974-75 academic year. Very definite instructions were contained in the guidelines but it was not until January of 1975 that any decisions were made as to whether the Project Director and Third Party evaluators were obligated to follow these guidelines. Since the draft guidelines established the necessity of identifying the Scope of Work for the project no consideration could be given to the Third Party Evaluation until the Scope of Work had been completed. This delay in developing a proposal for the Third Party Evaluation resulted in notification of award of Third Party Evaluation contract on March 28, 1975. In 1974 activities of the Third Party evaluators were underway by February 1st.

The proposal for the Third Party Evaluation (Appendix A) contained a list of the following tasks to be performed by the Central State University Evaluation Team:

1. A review of the self-evaluation process for this project with regard to the following:

   A. Conformance of the evaluation to the Guidelines for the Evaluation of Career Education Programs.

B. Reliability and validity of data collection instruments.

C. Appropriateness of sampling procedures, data analyses and conclusions.

2. An analysis of the objectives and procedures developed for the second year of the project as they relate to:

A. The USOE Policy Paper: AVTE-V72-10, August 28, 1972.

B. The purpose of the project as stated in the original proposal submitted by the Oklahoma City Public Schools.

C. The Third Party Evaluation Report of the first year.

3. An evaluation of the activities of the second year with regard to committment of the school district to the Career Education philosophy.

4. Sixty hours of "exit" consultation with the project staff. Objectives will be:

A. To discuss findings of the evaluation team with the local project staff.

B. To develop viable recommendations to be included in the evaluation report.

C. To develop a design, based on the Guidelines for the Evaluation of Career Education Programs, for third-party evaluation for the third year of the project.

5. A report of the findings in 1, 2 and 3 above together with conclusions and recommendations for third year activities. The report will be submitted to the State Project Director by June 30, 1975.

A. The report should detail results of the self-evaluation which are related to the design in Guidelines for the Evaluation of Career Education Programs. Such results may also be reported in the interim report of the Oklahome City School District. They are required here for ease in consolidating results across States.

In order to facilitate the evaluation the proposal contained conditions to be made a part of the grant, with instruments and information provided by the local Project Director to the Third Party Evaluation Team. Among these areas of responsibilities were:

1. All instruments prepared by the Department of Research and Statistics for use in the self-evaluation--by April 1, 1975. Relevant reliability and validity data concerning the instruments shall also be made available.

2. Copies of standardized instruments used in the self-evaluation--by May 1, 1975.

3. The self-evaluation plan: including sampling procedures, instrumentation, data collecting time frames, and analytic procedures--by April 1, 1975.

4. The summaries of the data and analyses of the data as soon as practical after data collection but no later than May 15, 1975.

5. Monthly budget analyses together with detailed explanation of expenditures were requested.

6. Such other data as may be readily accessible, such as placement records from the Training and Placement Office.

7. Coordination support for interviews to be conducted by the Third-Party Evaluation Team.

8. Review of interview content before interviews are conducted with teachers or students.

9. At least 12 hours time of each project staff member for purposes of "exit" consultation by the Third-Party Evaluation Team.

PROCEDURES

After the contract for the Third Party Evaluation had been signed, March 28, 1975, by Dr. Francis Tuttle and the information made available to Dr. Garland Godfrey, Central State University, a meeting was held with members of the Career Education Staff and Mr. Bob Alyea of the Research Staff, Oklahoma City Schools. In accordance with the time line outlined in the Evaluation Contract, Mr. Alyea and his staff made available to all members of the Third Party Evaluation Team copies of research results which had been administered and analyzed by his department. This research involved questionnaires to Fifth Year Center teachers and principals regarding their knowledge of and involvement in the Career Education program. Similar instruments were administered to Middle School and High School teachers, principals and counselors. In all cases the Research Division made the results of the research available to all team members. Quarterly reports have been made available to Third Party evaluators at the same time they have been submitted to the Regional Grants Office.

Immediately following the meeting between Central State University Evaluation Team and the personnel in Research and Career Education in Oklahoma City, a schedule of visits to six Oklahoma City high

schools, eleven Middle Schools, and sixteen Fifth Year Centers were submitted to the Research Division for coordination with building principals. Visitations began on April 30, 1975 and ended on May 13, 1975.

Again, as was the case in the 1973-74 evaluation, the contract was awarded too late in the year to allow for any released time of members of the Evaluation Team. Visits, conferences, data analyses and writing of the Third-Party Evaluation were all scheduled around the full-time activities of the Evaluation Team. Again, as in 1973-74, graduate assistants were used to facilitate the activities of the Third-Party Evaluators.

There was a marked difference in the reception of the members of the Third-Party Evaluation Team compared to the initial meeting of the Evaluation Team in the Fall of 1973, with members of the administrative staff and Career Education staff for the Oklahoma City schools. The evaluation committee felt that in one year's time a good rapport had been developed and that the Third-Party Evaluation was now regarded as an important supplemental part of the project rather than a threat. Also, with the Research Staff assuming the responsibilities for development of instruments for measuring knowledge of and experience with the Career Education project, the members of the Third-Party Evaluation Team viewed themselves more nearly as auditors of in-house evaluation rather than total evaluators of the project.

When responsibilities assigned to each major evaluation area (elementary, middle school, secondary, and research) were identified, four graduate assistants were selected to begin April 1, 1975. On April 25, 1975 a Schedule of Proposed Visitations was submitted to the Director of Research for this project for the purpose of clearing visits with building principals. A list of the schools visited is included as Appendix B of this report.

Dr. Mary Ann Henderson, member of the Department of Elementary Education, School of Education, Central State University, and her graduate assistant visited sixteen (16) Fifth Year Centers. Random structured interviews were conducted with teachers, counselors, principals, and children in all sixteen schools. Since teachers, principals, and counselors had been involved in in-house evaluation by the Research Division of the Oklahoma City Schools, structured interview forms were devised by Dr. Henderson in order to validate the findings of the Research Division.

Dr. Don Helberg and Dr. Earl Newman of the Department of Secondary Education, Central State University, visited all Middle Schools in the Oklahoma City system. In each case the Third-Party Evaluators used as a guideline the Scope of Work outlined by the Project Director and the in-house evaluation conducted by the Research Division, Oklahoma City Schools.

Dr. Bob Brown and his graduate assistant visited six high schools in the Oklahoma City area, concentrating on the Orientation, Skill Development, and Placement responsibilities of the project. High school teachers, principals, and counselors were interviewed for the purpose of implementing and validating in-house research at the high school level.

Dr. Stewart Beasley and his graduate assistant coordinated research activities, working directly with Mr. Bob Alyea and Central State University team members in validating in-house research.

All team members used the Planning Guide contained in the October-December, 1974, Quarterly Report to determine the extent to which project objectives had been met. The team chairman was responsible for Administration, Code 100-200 and Dissemination, Code 300-440. The Elementary Evaluators were responsible for the Awareness Level, Code 500-570, and the Middle School for the Exploration Level, Code 600-660. The Vocational-Technical Education representatives were responsible for Orientation, Code 700-740, and Skill Development, Code 800-830. Development and Evaluation was considered by the Guidance and Counseling representative of the Evaluation Team, Code 200-220. In addition to using the Planning Guide as a basis for evaluation, all members of the Evaluation Team were furnished with in-house evaluation results so that visits to the schools already mentioned, sixteen Fifth Year Centers, eleven Middle Schools, and six High Schools, were planned for the purpose of securing first-hand knowledge of Career Education activities as well as for the purpose of spot-checking specific facets of the in-house evaluation.

All of the professional staff in the Career Education project have been especially generous, making available to the Third-Party Evaluation Team materials, files, financial data, schedules, reports, evaluation research, and other requested information. Members of the Third-Party Evaluation Team have had the opportunity of working with the Career Education Staff and developing in-service educational programs resulting in a more cohesive relationship between the Oklahome City Schools and Central State University, School of Education, from a service standpoint.

FINDINGS OF THE EVALUATION COMMITTEE

Administration

Management Structure

There have been no changes in the management structure from the first year of the project. The number of positions (full-time director, two occupational information specialists, a liaison specialist, and secretarial staff) has remained constant; and there have been no changes in the personnel who occupy these positions.

Cost Transportability

As of May 15, 1975, total federal expenditures for the Oklahoma City Career Education Project for the 1974-75 school year were as follows:

TABLE I

TOTAL FEDERAL EXPENDITURES

CLASSIFICATIONS		AMOUNTS
Personnel Expenses (Including fringe benefits)		$ 62,116.36
Consultant & In-Service		4,993.25
Travel		1,594.35
Office Supplies and Equipment		733.86
Curriculum Supplies		
Fifth Year Centers	$2,793.99	
Middle Schools	5,978.86	
Nine-Twelve	3,384.96	
Total Curriculum Supplies		12,157.81
Instructional Equipment		
Fifth Year Centers	539.06	
Middle Schools	-0-	
Nine-Twelve	83.00	
Total Instructional Supplies		622.06
TOTAL EXPENSES TO DATE		$ 82,217.69

The total figure reported in Table I, $82,217.69, does not reflect expenditure of total project allotment for the second year. According tc the project director, different committees have been meeting and evaluating all year long in the various subject areas (i.e., Home Economics, sixth grade World of Plastics, etc.) and requests are just now coming into his office for equipment and supplies. Additional sums of money will need to be spent in 1975-76 for supplies for new programs (i.e., one-semester Career Education programs). Rogers Middle School will have six teachers who will spend 25-35% of their time dealing directly with Career Education; classes will be structured so that total school population will be in their classes. The Jefferson Middle School faculty has been evaluating the total school for curricular materials for their media center. Full implementation of the Interior Decorating program at the high school level is anticipated for the 1975-76 school year. Equipment and supplies for that program have not yet been encumbered. A major project for the purpose of developing awareness of community involvement in the Career Education--"Kaleidoscope '75" --will take place during the first week of June for 110 elementary, middle, and secondary school teachers and will necessitate the spending of approximately $9,000 for consultants and stipends for the teachers involved.

Most of the expenses for taping during the 1974-75 school year have been for 3/4" video tapes so that two copies of all video tapes are available for check-out to teachers--one copy at the Media Center in the Administration Building and one at the Oklahoma City Public Schools broadcast center.

During the 1973-74 school year twenty tapes were made available for telecast to Fifth Year Centers--ten of which were original and ten of which were commercially prepared tapes. During the 1974-75 school year the commercially prepared tapes were replaced with original tapes so that the Oklahoma City Schools could continue to use the tapes without copyright responsibility. The first half of the school year the professionally prepared "Bread and Butterflies" series was telecast to the Fifth Year Centers. Original tapes were telecast from January 7, 1975 to the end of the school year. The telecast schedule for the tapes is listed as Appendix C.

In the 1974 Evaluation it was reported that as of April 15, 1974, approximately 87% of the total expenditures had been for personnel expenses. As of May 15, 1975, approximately 76% of the total amount spent was for personnel expenses. In 1974, 87% of the total amount expended for curriculum supplies and instructional equipment was spent for the Fifth Year Centers. In 1975 the emphasis was on the Middle Schools but reflecting a significantly lesser percent--47%. Of total expenditures in fiscal year 1975, 14% represented curriculum supplies and.7% total instructional supplies.

In the fiscal year 1974 evaluation no expenditures were listed for consultant and in-service education; in the fiscal year 1975 expenditures, approximately 6% of the total was spent for consultant and in-service training.

Design for Fifth Grade Students

The procedure to be used for assessing the Career Awareness Phase was designed and used by the Third-Party Evaluators. The following points were included:

1.0 - Location of evaluations

1.1 - All Fifth Year Centers will be visited by the Third-Party Evaluators according to an accepted schedule.

2.0 - Selection of interviewees

2.1 - All principals of the Fifth Year Centers would be interviewed by the evaluators.

2.2 - All Fifth Year Center counselors would be interviewed by the evaluators.

2.3 - One teacher in each Fifth Year Center would be randomly selected and interviewed by the Third Party evaluators.

2.4 - Four students, two boys and two girls, in each Fifth Year Center would randomly be selected and evaluated by the Third Party evaluators.

2.5 - A media specialist in each Fifth Year Center would be interviewed by the Third Party evaluators

3.0 - Source of Interview Topics

3.1 - Career Awareness Level Objectives Planning Guide, Career Education program, Oklahoma City Public Schools.

3.2 - Program elements of questionable benefit derived from the assessment of the Career Education Project Fifth Year Center Teacher and Principal Data supplied by the Oklahoma City Public Schools Department of Research and Statistics.

3.3 - General conclusions of the Third Party Evaluation Report of the 1973-74 school year.

Respondents to the interviews were Fifth Year Center principals, counselors, teachers, students, and media specialists. Sixteen Fifth Year Centers were visited by the Third Party evaluators according to an approved schedule of visitations. Additional visits were made to interview staff who were not available on the scheduled dates. A total of sixteen principals and sixteen teachers were interviewed. The principal and one randomly selected teacher in the Fifth Year Centers were interviewed. Sixty-four students, two boys and two girls randomly selected, were interviewed from each Fifth Year Center. This random selection resulted in 47% caucasian students, 47% black students, 3% Indian students, and 3% Mexican-American students being interviewed.

Interpretation of Data from Fifth Year Center Principals

The principals were interviewd about topics relating to the organization and implementation of the Career Awareness program. In response to the first question: "How many times during this year has a representative of the Career Education program visited your school?" The following responses were reported:

31% - five reported six or more visits

25% - four reported four visits

19% - three reported five visits

5% - one reported as few as two visits

Question two and three concerned their knowledge of the means of transporting Career Education materials between schools. Because the original objective to purchase a van type vehicle was deleted from the planning guide, the evaluators were interested in ways Career Education materials were moved between buildings. Thirteen principals or 81% reported that they did know how these materials were transported. The school mail and Career Education personnel were stated as being the primary means of transporting the Career Education materials. There were no adverse comments concerning the transportation of these materials using either of these two means.

Question four asked: "How are the Career Education materials distributed throughout the building?" Two principals, 13%, stated that the Media Specialist distributed the materials throughout the building. One principal reported that these materials were set up in a storeroom. Three principals, 19%, remarked that the materials were given directly to the teacher or team leader who had requested them. Ten principals, 62%, responded that they received the materials initially. The subsequent distribution pattern resulted in four of the ten principals stating that they then sent the materials to team leaders. Another four of the ten sent them to individual teachers upon teacher request. Two of the principals stated that they sent the materials to a teacher in the building who assumed the responsibility for the distribution of these materials.

Questions four and five related to the integration of Career Education within the entire school curriculum. The principals generally stated that there was a wide variation in the degrees to which teachers in their building were integrating Career Education materials within the school curriculum. However, all reported some infusion of Career Education with the other subjects. Fourteen, 88%, reported greater than average involvement in this task within their buildings. Principal recommendations for greater infusion for Career Education programs may be observed in Table II. Additional comments made by the principals regarding the Career Awareness program may be observed in Table III.

TABLE II

SUGGESTIONS MADE BY PRINCIPALS FOR GREATER COORDINATION OF CAREER EDUCATION INTO THE ENTIRE CURRICULUM

SUGGESTIONS
1. One principal noted that the program had "high motivational appeal" that blended easily into other programs, such as Language Arts.
2. Three principals stated a need for greater coordination with the existing programs. It was suggested that greater coordination would occur if plans came through the curriculum department of the Central Office. In this way, the program could be coordinated and infused more easily into existing elements of the program, such as Social Studies.
3. Three principals mentioned the need for someone to come to the school and actually demonstrate for the teachers how to use the materials and how to follow-up. A regular periodic visit was suggested as desirable in order to aid in better coordination and planning.
4. Five principals noted the need for planning and scheduling of the program much earlier in the school year.
5. Two principals reported that their school did most of the planning before school started. Then the Career Education program had to be worked into the program as best they could; oftentimes this necessitated changes in the other plans or schedules.
6. One principal recommended that the school have "in-hand" the complete organization of the program by at least one week before school started.

TABLE III

ADDITIONAL COMMENTS MADE BY PRINCIPALS
CONCERNING THE CAREER AWARENESS PROGRAM

COMMENTS
Commendations for the Program and the Team
* "They made all arrangements for the speakers and the tours." was the comment from one principal.
* One principal expressed satisfaction with the program and offered no suggestions for its improvement.
* One principal complimented the Career Education personnel for their understanding attitude concerning the school's problem of time limitation for implementation of the program.
Speakers
* One principal reported that he would like to have more programs such as that presented by the marine biologist. He said the children were held "spellbound".
* Another principal suggested that more "blue-collar" speakers would be of greater benefit to their school children than the professional men from the medicine and law fields.
* Disappointment was expressed by one principal. He reported that the speakers which had been requested were unable to come and he was generally disappointed in the programs presented by the speakers who were sent in their place.
Tours
* Three principals made comments which related to problems encountered with the tour arrangements.
* One principal stated that the tours should have been better organized. He termed the organization "haphazard". Further, he reported that some of the tours were not well-planned.
* Another principal reported that because there was no prior notice of the cancellation of a tour, the children visited a veterinarian only to find the veterinarian was out and his office was locked.
* Another principal complained that the scheduling of the tours was too late to get permission slips from parents. He said he had the feeling that the arrangements were "an hour late and a dollar short".

COMMENTS

Communication Difficulties

* Five principals noted either specific or general problems in relation to the lines of communication when securing speakers or planning tours.

* One principal noted that the teachers had to make too many telephone calls which was extremely time consuming. This time had to come out of the school day when the teacher had other responsibilities.

* Another principal, when commenting upon the difficulty in getting in touch with the Career Education personnel, noted also that there was no way to leave a message.

* Another principal stated that he did not think that the teachers should have to arrange their own tours and speakers. He noted that many times the teachers had to call the speakers and make the arrangements. Often the arrangements necessitated five or six telephone calls in order to complete arrangements. He, also, noted that this was contrary to the letter which he had received from the Career Education personnel which stated that they would make all arrangements.

* Two principals recommended that the Career Education personnel should be available at specific hours which would be convenient for the teachers, such as before and after school.

Interpretation of Data From Fifth Year Center Counselors

Nine Fifth Year Center counselors were interviewed to determine the extent of their involvement in the Career Awareness program. It was found that eight of the counselors were aware of the program and five reported that they had participated in Career Education activities during the current school year as may be observed in Table IV.

Question three concerned the career related activities in which the counselors participated. The activity in which the counselors were most involved was talking individually with pupils about careers. Fewer than one half of the counselors engaged in Career Education in-service education or classroom-related Career Education activities. These responses may be observed in A, B, C, D & E in Table IV.

It was interesting to note that the additional comments from counselors were concerned with in-service training for teachers rather than directed towards ways of enhancing the involvement of counselors in the program. It was observed that the counselors felt a limited

commitment in the allocation of their time in the guidance and implementation of the Career Education Program.

TABLE IV

FINDINGS OF INTERVIEWS WITH
FIFTH YEAR CENTER COUNSELORS

N=9

QUESTION	RESPONSES Yes	No	PERCENTAGE Yes	No
1. Before receiving the questionnaire, did you know there was a Career Education Project in the Schools?	8	1	89%	11%
2. Did you participate in Career Education activities during the 1974-75 school year?	5	4	56%	44%
3. Please indicate those activities in which you participated:				
A. In-service education;	4	-	44%	-
B. Worked with teachers in coordinating guidance activities with the Career Awareness program;	4	-	44%	-
C. Talked individually with pupils about career awareness;	6	-	67%	-
D. Talked with classes about career awareness;	3	-	33%	-
F. Helped to secure speakers or other sources of career information for teachers;	1	-	11%	-

Interpretation of Data from Fifth Year Center Teachers

Sixteen Fifth Year Center teachers were interviewed to determine the extent of their involvement in the Career Awareness television programs and developed materials, educational tours and developed materials, career awareness speakers, and the availability of assis-

tance in relating Career Education concepts to other areas of the curriculum. It was found that fifteen of the interviewed teachers, 94%, reported that they frequently viewed "Bread and Butterflies". In contrast, only three teachers, 19%, reported viewing the locally produced telecast from the Kaleidoscope series. Teachers were asked their reasons for viewing one of the programs but not the other. Their responses are indicated in Table V.

The teachers reported a high degree of utility and benefits eminating from the developed student objectives for the telecast which they viewed. Fourteen of sixteen teachers, 87%, reported that they used these objectives and fifteen out of sixteen, 94%, stated that the objectives were helpful to them. The benefits of the objectives as reported by the teachers are indicated in Table V. It should be noted that these objectives were frequently used for evaluation purposes (See C, D & E) or for stimulating the teacher to provide additional activities to enrich the Career Awareness learnings and/or attitudes (F).

TABLE V

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH FIFTH YEAR CENTER TEACHERS
N=16

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
A. Television		
1. Class frequently view career education television programs:		
a. "Bread and Butterflies"	15	94%
b. "Kaleidoscope"	3	19%
2. Reason(s) for class viewing one program but not the other program?		
a. Not aware of it;	6	38%
b. Scheduling difficulties;	8	50%
c. Received no curriculum guide for it;	3	19%
d. Not appropriate for class;	4	25%
e. Students bored;	2	13%
f. Quality of production.	1	6%
3. Use specific student objectives for broadcasts:		
a. Yes	14	87%
b. No	2	13%

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
4. Believe student performance objectives helpful:		
a. Yes	15	94%
b. No	1	6%
5. If answer to #4 is yes, indicate benefits of specific performance objectives as you see them?		
a. Preparing students for viewing;	11	73%
b. Providing discussion topics for follow-up;	15	100%
c. Evaluating student career awareness.	8	33%
d. Evaluating student attitude change;	6	40%
e. Evaluating student self-perception about aptitudes and interests for work;	5	33%
f. Stimulating teacher to provide activities of these learnings and attitudes.	6	40%

Additional teacher comments concerning the telecasts are indicated in Table VI. Eight of the teacher respondents, 50%, indicated that they did take their class on a Career Education tour during the year. The number of tours these teachers included in their Career Awareness program are shown in Table VII. Only two of the eight teachers who did avail themselves of the Career Education tours responded that they received the performance objectives developed for the tours. One or two teachers stated that the objectives were realistic for evaluation purposes, that they were used for that purpose, and that the evaluation did lead her to believe that the tour was a benefit to her students. Additional teacher comments about the Career Education tours are indicated in Table VIII.

TABLE VI

FIFTH YEAR CENTER TEACHER
COMMENTS AND OBSERVATIONS CONCERNING
TELEVISION PROGRAMS AND DEVELOPED MATERIALS

COMMENTS AND OBSERVATIONS

* Without exception, "Bread and Butterflies" was commended. Others noted that the handbook for the program was excellent and planned to keep and use the handbook often.

* Kaleidoscope was viewed by only 19% which represented only three teachers using the program; of these, none reported viewing it regularly. Reasons given: boredom of the children with the program; irrelevant programs (water works); lack of time to schedule; content too deep; need to revamp; and reruns.

* Three teachers reported they considered it possible to coordinate the programs within other areas such as Language Arts and Social Studies.

* Some teachers reported that they simply did not have enough time to schedule both programs, therefore, a choice was made. The reasons mentioned above were given as determining factors. In addition, the reason that the time was more convenient for one program than the other was mentioned.

* Many teachers reported they did not have enough time to properly follow-up.

* One teacher stated that on her scale of priorities of teaching involvement, career education was last; therefore, she allocated little or no time towards it.

* Three reported problems with use of T.V.'s. One T.V. was stolen; one had poor reception; one teacher reported they did not have access to a television until after Christmas.

* Although some schools video-taped the programs to show at a more convenient time, some teachers reported that the programs often were scheduled at inconvenient times.

* Others noted that since they had no centrally located place to view the programs, it necessitated moving the T.V. from room to room. This was time consuming and therefore ignored in some instances. Also, the movement of the T.V. added to reception difficulties.

COMMENTS AND OBSERVATIONS

* Three teachers reported that the objectives were especially helpful in that they saved the teacher's time.

* Two teachers reported that the jobs presented were mostly "white-collar jobs" and therefore not in line with the occupational interests of the children or their parents.

TABLE VII

NUMBER OF CAREER EDUCATION TOURS
MADE BY PUPILS IN FIFTH YEAR CENTERS
AS DETERMINED BY EVALUATION TEAM INTERVIEWS
OF FIFTH YEAR CENTER TEACHERS

NUMBER OF TOURS TAKEN	NUMBER OF RESPONSES	PERCENTAGE
None	-0-	-
One	3	37%
Two	2	25%
Three	1	13%
Four	-0-	-
Five	2	25%

TABLE VIII

FIFTH YEAR CENTER TEACHER
COMMENTS AND OBSERVATIONS CONCERNING
TOURS AND DEVELOPED MATERIALS

COMMENTS AND OBSERVATIONS

* Two teachers reported great satisfaction with the tours.

* One teacher reported that her students developed their own objectives before taking the tour and therefore benefited tremendously from the tours.

* Another teacher reported that she took small groups to various sites. This was possible because of having a student teacher during part of the year. She felt this was especially beneficial to the children. Her groups were never larger than five or six children at any one time.

* Three teachers reported disappointment or dissatisfaction because tours were cancelled at the last minute.

* Another teacher reported that she had signed up for some tours, but didn't get to go because they were never confirmed.

* Two teachers reported that some tours were not adequately prepared for the children. They lacked enough personnel to break the groups into small groups. Often, only one person was available to guide the children, which included a whole team in most instances.

* One teacher reported that one tour was not prepared for them and it was a disappointment to the children and a waste of time since it was not in operation.

Fourteen teachers, 88%, indicated that they did involve occupational guest speakers in their Career Education programs during the 1974-75 school year. The number of speakers who were involved is indicated in Table IX. Teaching teams shared speakers which resulted in more exposure than might otherwise have occured. Commendations were given for some of the speakers because of the way in which the children were involved in the presentations. Some presentations which were commended were those by Lee Way and the Bell Telephone companies. One teacher commented: "I just hope this program isn't scrapped after the funding runs out."

TABLE IX

NUMBER OF GUEST SPEAKERS
IN FIFTH YEAR CENTER CAREER EDUCATION PROGRAMS
AS DETERMINED BY EVALUATION TEAM INTERVIEW
OF FIFTH YEAR CENTER TEACHERS

N=16

NUMBER OF GUEST SPEAKERS	NUMBER OF RESPONSES	PERCENTAGE
None	2	12%
One	5	31%
Two	3	19%
Three	3	19%
Four	1	7%
Five	2	12%

Eleven out of fourteen teachers, 79%, reported that they had received encouragement and/or assistance in relating Career Education concepts to other areas of the curriculum. Eight of these eleven responded that they had received encouragement and/or assistance from two or more sources, i.e., in-service education of Career Education personnel and principal. It should be noted that of the three respondents who reported they had received no assistance, none of these believed that assistance would not be forthcoming if requested. They answered "no" to this question because they believed they did not need assistance in this regard. It was recommended by several teachers, however, that a Career Education staff member work in the building once or twice a week in order to help the teachers plan and coordinate their programs.

Interpretation of Data From Fifth Year Center Students

Sixty-four Fifth Year Center students were interviewed to determine their involvement in the Career Awareness program, its possible effect on their career decisions and their attitude toward the program. The extent of their involvement in the program is shown in Table X.

TABLE X

FIFTH YEAR CENTER STUDENT
RESPONSE TO QUESTIONS 1-4

N=64

QUESTIONS	RESPONSES Yes	No	PERCENTAGE Yes	No
1. Have you seen a T.V. program that told you about jobs for people?	57	7	89%	11%
2. Has your class made a field trip to a business or industry where people told you about their job?	40	24	63%	37%
3. Has your class had someone come and visit and tell the students about a job?	40	24	63%	37%
4. Have you talked in school about different kinds of jobs people have?	56	8	88%	12%

The students were asked in question five to name some jobs they had found out about. Forty-three students, 66%, mentioned as many as three occupations as may be observed in Table XI. Of particular interest was the comparison of the occupations the students reported they wish to engage in, question six, and the jobs they remembered studying about, question five. Fifty-eight, 91%, stated an occupational choice as may be observed in Table XII. However, only nine students, 14%, stated a preference for an occupation they mentioned as having studied. Forty-nine, 77%, stated a preference for an occupation which they had not studied. Only six students, 9%, were undecided or stated no occupational preference.

Questions seven and eight were concerned with the student's attitudes toward the Career Education program. Fifty-three, 83%, stated they liked to study about jobs. Some of the reasons given for enjoying this phase of the curriculum included: it was fun and interesting, it provided information about future employment, and learning what people do.

TABLE XI

FIFTH YEAR CENTER STUDENT
RESPONSE TO QUESTION #5

QUESTION	RESPONSES	PERCENTAGE
#5. Tell me about some of the jobs you have learned about?		
NUMBER OF JOBS:		
A. 1	6	9%
B. 2	22	34%
C. 3	15	23%
D. 4	10	16%
E. 5	7	11%
F. 6	4	7%

TABLE XII

FIFTH YEAR CENTER STUDENT
RESPONSE TO QUESTION #6

QUESTION	RESPONSES	PERCENTAGE
#6. Do you have any idea about what you might want to do when you grow up?		
A. Interested in a job mentioned in #5:	9	14%
B. Interested in a job other than mentioned in #5:	49	77%
C. Undecided	6	9%

Interpretation of Data From Fifth Year Center Media Specialists

The planning guide for the Career Education Project included an objective which related to the establishment of a system for Fifth Year Center resource people to help students in individual interest areas. Although this objective was later deleted from the planning guide, it was decided to interview these staff members to determine their level of involvement and interest in the program. Twelve media specialists were interviewed. As may be observed in Table XIII, ten of the twelve, 84%, knew that there was a Career Education project in the schools. However, only two of the twelve respondents, 16%, reported that they participated in program activities during the 1974-75 school year.

TABLE XIII

FINDINGS OF INTERVIEWS WITH
FIFTH YEAR CENTER MEDIA SPECIALISTS

N=12

QUESTIONS	RESPONSES Yes	No	PERCENTAGE Yes	No
1. Before receiving this questionnaire, did you know there was a Career Education Project in the schools?	10	2	84%	16%
2. Did you participate in Career Education activities during the 1974-75 school year?	2	10	16%	84%
3. Have you received assistance in establishing a system to help students in individual interest areas as related to Career Education?	1	7	8%	58%
4. Please indicate the Career Education activities in which you participated during the 1974-75 school year:				
a. In-service education:	1	-	8%	-
b. Materials development:	3	-	25%	-
c. Ordering materials:	4	-	33%	-
d. Coordinating the use of Career Education packages:	2	-	17%	-
e. Coordinating the use of Career Education occupational suitcases:	-0-	-	-0-	-

It is most interesting to note that although only two responded positively to question two, "Did you participate in Career Education activities during the 1974-75 school year?" seven of the twelve indicated responses as to the kinds of Career Education activities in which they did engage.

This finding and additional comments made by the media specialists indicate attitudes among media specialists that they have not been included in the program to the extent which they wish and/or to the extent in which they believe they could be a benefit to the program. The comments and observations of media specialists relative to the program are indicated in Table XIV.

TABLE XIV

FIFTH YEAR CENTER MEDIA SPECIALIST
COMMENTS AND OBSERVATIONS

COMMENTS AND OBSERVATIONS
* Three specialists reported that they were not included in the promotion or the implementation of the program.
* Two media specialists reported that they had "stumbled" onto the suitcases after December and had regretted they had not known about them earlier.
* Two media specialists suggested that they be informed as to the materials available. It was suggested that a catalog of all available materials be made available to each media center for the teacher's use.
* In addition, it was noted that they could have helped a great deal with materials for children to read if they had known about the program.
* One specialist reported that she had observed that sex stereotyping was still prevalent in teachers and students' attitudes and presentations. She reported that girls were "always" portrayed in certain jobs, etc.

Exploration Phase

Middle Schools

During the months of April and May, members of the Evaluation Team visited every middle school in Oklahoma City. During the visits the evaluators interviewed the principal, one or more counselors, three or more teachers and several students, both male and female, from grades six, seven, and eight. The selection was random, based upon availability during the time of evaluation. The forms used in interviewing students, teachers, principals, and counselors in the middle schools are included as Appendices I-L to this Evaluation Report.

The interviews were helpful to the Evaluation Team in that they provided the exposure to the people involved in the Career Education project. The interviews also provided a basis for consideration of limitations under which proposed Career Education project would function and to determine the status of program or the system as they were at that time.

Following are observations, reported in Table XV, regarding the Exploration Phase of the Oklahoma City Education Project:

1. Eight middle schools have implemented an Exploration Program covering metal, wood, communications, and plastics. One school mentioned a program in electricity. Drafting was defined by schools as communications.

2. Seven schools are involved in the World of Construction. Six of which were started prior to the program.

3. Three schools had the World of Manufacturing prior to the start of the Career Education Project. Two new schools were added but one of the original schools dropped due to scheduling and lack of student interest. Two other schools are experiencing some concerns with the program.

4. Eight schools have a Home Economics Career Education Program. The pilot programs of hospitality, foods, child care, and Career Exploration were implemented to a limited degree due to the unavailability to teachers of prepared career guidance materials.

5. Six schools indicated limited business and office occupations implementation. Some confusion existed concerning materials available from Career Education staff and coordination with teachers involved in the program.

TABLE XV

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH MIDDLE SCHOOL PRINCIPALS

N=11

QUESTION	NUMBER OF RESPONSES	PERCENTAGE
1. Ever attended in-service training for career education?		
A. Yes	-0-	-
B. No	11	100%
2. Faculty ever attended in-service training for career education?		
A. Yes	5	45%
B. No	6	55%
3. Your counselor made occupational and career information available to teachers for classroom use?		
A. Yes	9	82%
B. No	2	18%
4. Your school conducted field-trips?		
A. Yes	7	64%
B. No	4	36%
4a. If yes, where?		
A. Shopping Centers	1	-
B. Metal Shops	1	-
C. Newspapers	3	-
D. Television station	1	-
E. Court	1	-
F. Government Offices	2	-
G. Savings & Loan Associations	1	-
H. Transportation	1	-
I. Telephone Company	1	-

QUESTION	NUMBER OF RESPONSES	PERCENTAGE
5. Which of the following are implemented in your school now?		
A. Nine-week Exploration Program in metal, wood, communications, electricity, and plastics occupations?	8	N/A
B. Nine-week Exploration Program in business office occupations?	6	N/A
C. "World of Construction" Exploration Program?	7	N/A
D. "World of Manufacturing" Exploration Program?	2	N/A
E. One Year Program in Home Economics Career Education?	3	N/A
F. Six-week pilot program in Home Economics Career Education?	7	N/A

Table XVIII indicates middle school students were somewhat aware of the Career Education Project but still had limited conceptualization of Career Education ideas. Students gave general, limited, and vague responses to open-ended questions concerning: "What did you learn from the Career Education activities?" As indicated in Table XVII only 40% of the teachers interviewed attended Career Education conferences, most of which came from teachers directly involved in Career Education projects.

Seventy-one (71%) percent of the counselors in Table XVI stated that they made career information available to teachers, while only thirty-six (36%) percent of the teachers, Table XVII, said such information was available.

More Career Education speakers and field trips could be utilized if a speaker's list were made available and also if some of the difficulties involved in using the buses were reduced.

Only twenty-five (25%) percent of the counselors, Table XVI, had ever attended in-service training programs for Career Education. Eighty (80%) to ninety (90%) percent of the counselors had no involvement with planning field trips or obtaining speakers.

None of the eleven principals interviewed, Table XV, had ever attended an in-service training session for Career Education. Principals reported almost equal division between their teachers who had (45%) or had not (55%) attended Career Education in-service training sessions. The majority of the principals (82%) reported that their counselors made Career Education materials available to teachers for classroom use.

TABLE XVI

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH MIDDLE SCHOOL COUNSELORS

N=24

QUESTION	NUMBER OF RESPONSES	PERCENTAGE
1. Ever attended in-service training for Career Education?		
A. Yes	6	25%
B. No	18	75%
2. Made occupational and career information available for use by all teachers?		
A. Yes	17	71%
B. No	7	29%
3. Role in planning field trips?		
A. None	20	83%
B. All arrangements	3	13%
C. Telephone calls to arrange help	1	4%
4. Your role in obtaining speakers on occupational opportunities?		
A. None	21	88%
B. Make teachers aware of speakers	2	8%
C. Telephone calls to assist team leaders	1	4%

TABLE XVII

SUMMARY OF EVALUATION TEAM'S INTERVIEW
WITH MIDDLE SCHOOL TEACHERS

N=47

QUESTION	NUMBER OF RESPONSES	PERCENTAGE
1. Ever attended in-service training program for Career Education?		
A. Yes	19	40%
B. No	28	60%
2. Has counselor made occupational and career information available for classroom use?		
A. Yes	17	36%
B. No	30	64%
3. Class made field trips to business, industry, or educational institutions?		
A. Yes	21	45%
B. No	26	55%
4. Class had any career speakers?		
A. Yes	17	36%
B. No	21	45%

TABLE XVIII

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH MIDDLE SCHOOL STUDENTS*

QUESTIONS	NUMBER OF RESPONSES
1. Class made field trips to business or industry where people told you about their jobs?	
A. Yes	28
B. No	33
2. Class had speaker who discussed jobs and job possibilities?	
A. Yes	22
B. No	32
**3. What Career Education program have you been enrolled in? (SEE NOTE BELOW)	
4. Seen a television program at school that told about jobs?	
A. Yes	36
B. No	27
**5. Tell me anything that you especially learned about jobs from your career speakers, field trips, T.V. or your Career Education Class. (SEE NOTE BELOW)	

* A random sampling of six or more students per school was made.

** Questions 3 & 5 could not be answered by a yes or no response.

Answers to #3 included:
Metal shop, SRA, Home Economics, Industrial Arts, Woodwork, World of Construction, Art, Sewing, Health Careers, Typing, Band, Chorus, Cooking, Leather Shop, Plastics.

Answers to #5 included:
How to become a teacher, waitress, use business machines, hours of work, how they work, enjoyment of work, length of training, pay, weathermen use mathematics, nurses work long hours, "you need to go to college", jobs are not easy to get, post office work, how to handle tools, paper jobs, how to be a lawyer, how to make a profit.

Orientation and Skill Development Level

The audit of the second year program objectives at the Orientation and Skill Development Level was based on the objectives as stated in the Revised Planning Guide. These objectives were used as baseline information from which the audit was implemented. The first step in the audit was to review the stated objectives for the Orientation and Skill Development program. This information provided a basis from which the audit activities were planned. The instruments and techniques were then developed by the team members evaluating this segment of the project. The goal of the instruments was to determine selected aspects of program implementation. More specifically, these objectives were to determine:

1. If the programs were implemented.
2. Progress of the programs.
3. Project activities in Career Education.
4. Adherance to stated objectives.

The next step was to submit instruments and visitation schedules to the Director of the Career Education Project for his reaction and approval. Following this approval the audit was conducted by Dr. Bob J. Brown, Team Member, and Mrs. Monica Fenity, Graduate Assistant.

Seven of the nine high schools in the Oklahoma City system, as well as the Foster Estes Area Vocational-Technical School, have programs funded through the Career Education project. Five of these schools were visited. The plan was to visit selected areas of Oklahoma City, choosing schools on the basis of their geographic location. Visitation sites were also chosen based on the number of Career Education funded programs in each school. In order to get a better rounded survey, one of the two schools without Career Education funded programs was visited. The two schools not visited that had Career Education funded projects had programs similar to those visited in a minimum of three other schools. The Career Education programs not visited were confirmed as being in operation. Eight of the eleven orientation programs funded by the Career Education project were visited to determine the existance of and progress of the program during the second year of operation. As noted in Table XIX, eleven of the twelve teachers, or 92% interviewed, indicated an awareness of the Career Education project as compared to 66 2/3% of the teachers surveyed last year. Fifty (50%) percent had participated in in-service training programs designed specifically for the Career Education project. Seventy-five (75%) percent indicated that they had developed student performance objectives for the program. Seventeen (17%) percent answered that they were still in the process of developing these objectives and eight (8%) percent indicated that no student performance objectives were developed.

TABLE XIX

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH HIGH SCHOOL TEACHERS
N=12

QUESTION	NUMBER OF RESPONSES	PERCENTAGE
1. What course do you teach? (SEE NOTE BELOW)		
2. Aware of Career Education project in Oklahoma City Schools?		
A. Yes	11	92%
B. No	1	8%
3. Participating in in-service training programs?		
A. Yes	6	50%
B. No	6	50%
4. Developed performance objectives for programs?		
A. Yes	9	75%
B. No	1	8%
C. In process	2	17%
5. Has instructional staff had sufficient involvement in Career Education program planning?		
A. Yes	8	67%
B. No	4	33%
6. Perception of Career Education concept?		
A. Education of student through vocational education	1	8%
B. Total educational process	11	92%
C. Disagree with concept	-0-	-0-
D. No concept formulated	-0-	-0-
E. Other	-0-	-0-
7. More knowledgeable about Career Education this year than last?		
A. Yes	9	75%
B. No	3	25%

* Question 1 could not be answered by a yes or no response.

When asked if the staff had been sufficiently involved in the planning and implementation of the Career Education project, eight of the twelve answered in the affirmative. Ninety-two (92%) percent expressed a philosophy of Career Education compatible with that expressed in the project. Nine of the twelve teachers felt that they were more knowledgeable about Career Education this year than during the school year 1973-74.

The Industrial Power instructors expressed extreme approval of the industrial power kits purchased for utilization in the project. Both felt these to be excellent tools to provide hands-on exposure for students when orienting them to occupations related to industrial power. A cursory interview with students confirmed the instructors' enthusiasm for these materials. The instructors expressed a need for additional kits.

The Home Construction instructors from the four high schools planned together in developing the curriculum for the Home Construction program. All programs met for five periods per week as opposed to the ten periods stated in the objectives. Three of the four classes were building "mini-barns" as a vehicle for which the students were exposed to the various phases of home construction. The other instructor was utilizing a miniature model of a house.

The Hospitality and Personal Service programs were using the curriculum guides and performance objectives developed for the Career Education project. The guide appeared to be sufficient in scope, containing behavioral objectives for each unit. These materials are being used throughout the system.

The Career Exploration program is being taught by a new instructor who expressed a need for additional instructional materials.

The Skill Development programs, in their second year of operation, were in the area of Vocational Business and Office Education. The two year Vocational Business and Office Education programs are progressing as scheduled. A cursory interview with students in the program indicated the objectives were being accomplished. Placement percentage for students in this area is 90% at Star Spencer and 100% at the Area Vocational-Technical School as compared to the 95% stated in the performance objectives for the school year 1973-74. The Cooperative Office Education program designed for high school seniors was progressing as planned. The teacher had developed a well-planned program including simulation activities which introduced students to a variety of office occupations complimented by supervised work experience. The placement rate was 100% as compared with the goal of 95% for the school year 1973-74.

The Interior Decorating cluster which operated the first year at Classen High School was not continued this year as stated in the Planning Guide revisions. The instructor planning the program for the school year 1975-76 was in the process of developing the curriculum and performance objectives for this program. He expressed enthusiasm for the reorientation of an upholstery program to include

a broad area of Interior Decorating. The Building Construction cluster was not implemented. Reasons for failure to implement this program were stated in the October, 1974-Quarterly Report.

Placement rates for the school year 1974-75 for all Skill Development programs were not available at the writing of this report.

In addition to the proposed activities in the Skill Development area, approximately one hundred twenty-five students were served as the result of a special grant from the Concentrated Training Employment Act (CETA). This training was made available at the Area Vocational-Technical School in twelve occupational clusters. The programs were approximately two hundred total hours of instruction and met from 3:00-6:00 p.m. daily.

The principals in five of the seven high schools with project designated programs and one high school without a Career Education funded project were interviewed. (See Table XX) Only one principal indicated attendance at in-service training on Career Education. All perceived their role as providing leadership in the development of the Career Education project. There was little evidence of activities to make the entire staff aware of the Career Education project. Five of the six indicated they had not had adequate involvement in planning and implementation of the Career Education programs. Four indicated a philosophy of Career Education compatible with the local district while two had not formulated a clear concept. Five of the six principals stated they felt no better informed about the Career Education project this year than last.

Among recommendations made by the principals were more follow-up from the Central Office, more time for planning, more information about the objectives, and an awareness of the financial resources available for the projects which support Career Education.

One or more counselors were interviewed in each of the six high schools visited. All but one had attended an in-service training session on Career Education. (Table XXI) Apparently services in the area of job survey, arranging for employer interviews, etc., are not performed on an organized basis. Most counselors indicated insufficient time to provide these services. All indicated an interest in knowing more about and having access to the VIEW materials. It was interesting to note that at least one counselor in each school had made contact with the Liaison Specialist. Each counselor interviewed perceived Career Education as a total educational process, including Career Awareness, Exploration, and Specialization. One half of the interviewees indicated that they were more knowledgeable about the project this year than last. The counselors offered the following recommendations for the improvement of the counselor's role in Career Education projects:

1. More useable and up-to-date materials relating to career opportunities.

2. Availability of aptitude tests for individual students on a needs basis.

3. One-semester Career Awareness course.

They also expressed a desire for more time for placement services, more involvement with Career Education planning and more contact with the Placement Liaison Specialist.

Another component of the Oklahoma City Career Education Program involves Guidance and Counseling of school dropouts or potential dropouts. The Career Education program has one staff member identified as a Liaison Specialist responsible for this component. The objectives of the Liaison Specialist have been previously outlined in this report. His activities the past year included working with middle and high school counselors, contacting business and industry employers, working with dropouts and potential dropouts, and establishing liaison with other agencies located within the metropolitan area. The Liaison Specialist planned and conducted an in-service workshop for middle and high school counselors. All but one school were represented. Among the materials made available to the counselors attending the workshop were notebooks entitled "Career Education Programs, Grades 10-12" and The Occupational Outlook Handbook. Contact with a designated counselor in each high school was maintained throughout the year. Most student referrals to the Liaison Specialist were made on an as-need basis. Students referred were generally those considered to be potential dropouts. Based on a sign-in method, the Liaison Specialist reported six-hundred seventy-three contacts with individual students and estimated that approximately forty minutes were devoted to each student. The Liaison Specialist reported that eighty-six students were placed either on a part- or full-time basis with thirty-five local employers. The job openings were the result of 773 contacts with local employers of business, industry, and government offices. These contacts were made by telephone, letters, or personal visitations. (See Job Information and Job Order Sheets, Appendices S and T.

The Liaison Specialist is housed on the Alternative High School site and works closely with the 125 clients attending the school. The interview indicated sufficient evidence to conclude that working agreements have been established with numerous community groups providing manpower and related services such as the Oklahoma Employment Security Commission, the Local CETA prime sponsor, the Opportunities Industrialization Center. The Liaison Specialist appointed a ten-member Advisory Committee which includes membership representation from the areas of education, parents, business, industry, and government. This group met periodically to discuss proposed activities of the Liaison Specialist. (See Appendix R.)

Skill Development Level

The Oklahoma City Skill System offers a comprehensive program in Vocational Education. Approximately sixty-five courses are offered encompassing twenty-three different career fields in the nine comprehensive high schools. These courses range from auto mechanics and electronics to vocational agriculture. An additional thirty-six courses covering an additional twelve career fields are offered to students at the Oklahoma City Area Vocational-Technical School, giving high school students in the Oklahoma City system a total of approximately eighty-eight course offerings in thirty-five different career fields. This total does not include courses in areas such as Home Economics, Industrial Arts, and Business education which are not reimbursed by the State Department of Vocational and Technical Education, but, which often serve as job preparatory classes.

As noted in the October Quarterly Report for 1974, funds from CETA were utilized to establish training programs in twelve occupational clusters. These programs were open to in and out-of-school clients. Approximately one-hundred twenty-five clients qualified for CETA services and were served.

The Interior Decoration and Building Construction clusters were not operational during the school year 1974-75. The curriculum and performance objectives are in the process of being developed so programs can be implemented during the school year 1975-76.

The pilot Cooperative Office Education program is in its second year of operation. Students received instruction in office procedures, basic accounting principles, office management, business administration, and simulated problems and solutions concerning business ownership and operation. The scheduled class time was for two hours each school day and students enrolled in the class were also required to have part-time jobs.

The two pilot programs in the Office Occupations Cluster designed for 11th and 12th graders are in their second year of operation. These now include students in both grade levels. One program was designed for students with a career objective in stenography and one for a general office clerk.

Training and Placement

The Training and Placement component is staffed by one professional personnel designed as the Project Curriculum Specialist and one part-time secretary. Career information and placement center was established as a program for achieving the objectives of the Training and Placement component. The purpose of the Center is to assist students and provide them with the opportunity to enjoy actual work experience through cooperative arrangements with business, industry, public, and private institutions and agencies. Further, the Center will provide current and accurate career information materials to meet the needs of students, faculty, parents, and others in the Oklahoma City Public School District.

TABLE XX

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH HIGH SCHOOL PRINCIPALS
N=6

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Attended in-service training sessions about Career Education?		
A. Yes	1	17%
B. No	5	83%
2. Role in building Career Education?		
A. Provided educational leadership	4	N/A
B. Other	2	N/A
C. No opinion	1	N/A
3. Adequate involvement in planning Career Education program in Oklahome City?		
A. Yes	1	17%
B. No	5	83%
4. Perception of Career Education concepts?		
A. Vocational education	-0-	-
B. Total educational process	4	67%
C. Disagreement with concept	-0-	-
D. No clear concept	2	33%
E. Other	-0-	-
5. Any additional recommendations on role improvements?		
A. Yes	4	67%
B. No	2	33%
6. More knowledgeable about Career Education this year than last?		
A. Yes	1	17%
B. No	5	83%

TABLE XXI

SUMMARY OF EVALUATION TEAM'S INTERVIEWS
WITH HIGH SCHOOL COUNSELORS
N=6

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
1. Attended in-service training sessions about career education?		
A. Yes	5	83%
B. No	1	17%
2. How do you perceive your role as counselor in career education?		
A. Use of placement records	1	17%
B. Design for surveys	-0-	-
C. Interview employers	1	17%
D. Assess student qualifications in relation to specific jobs	5	83%
E. Identify state and local placement services	2	33%
F. Use of VIEW materials and other Career-related resource material	-0-	-
G. Administer armed services vocational aptitude battery (ASVAB)	3	50%
H. Administer General Aptitude Battery (GATB)	1	17%
3. How do you perceive concept of Career Education?		
A. Educating student through vocational education	-0-	-
B. A total educational process including career awareness, exploration and specialization	6	100%
C. Disagree with total concept	-0-	-
D. Clear concept of Career Education not formulated	-0-	-
E. Other	-0-	-
4. Additional recommendations on improving counselor's role in Career Education?		
A. Available materials for student use	3	50%
B. One-semester Career Awareness course	1	17%
C. Individual aptitude tests available on need basis	1	17%

QUESTIONS	NUMBER OF RESPONSES	PERCENTAGE
D. More time for staff	4	67%
E. More involvement with project	2	33%
F. More contact with Central Office	-0-	-
G. More time for job placement	1	17%
5. Do you feel more knowledgeable about Career Education this year than last?		
A. Yes	3	50%
B. No	3	50%

Data Comparisons

Included as Appendices U-AB of this report are the instruments used by the Research Division of the Oklahoma City Schools for the purpose of gathering data from the principals, counselors, and teachers of Fifth Year Centers, middle schools, and high schools throughout the school system. Cumulative responses are indicated on the data gathering instruments on a raw score and percentage basis.

Chi square analyses were computed comparing responses to questions as gathered by the Third Party Evaluation Team and the Oklahoma City Public Schools Research Division. Of nineteen questions which were sampled by both evaluation teams, only six had large enough samples to make meaningful comparisons. With the exception of one analysis, all chi square analyses were not significant at the .05 level.

A significant (.05) difference was found between the findings of the Third Party Evaluation Team and the Oklahoma City Public Schools Research Division when asking Fifth Year Center teachers if their classes had viewed "Kaleidoscope" on educational television.

TABLE XXII

COMPARATIVE QUESTIONS

QUESTIONS	TEAM	RESPONSES YES	RESPONSES NO	X^2
1. Did your class frequently view the Career Education television programs, "Bread & Butterflies"?	Third Party	15	1	.11
	OKC Research	85	4	
2. Did your class frequently view the Career Education television programs, "Kaleidoscope"?	Third Party	3	13	6.27
	OKC Research	42	39	
3. Did your class take a Career Education tour this year?	Third Party	8	8	.002
	OKC Research	38	43	
4. Did you receive the student performance objectives developed for the Career Education tours?	Third Party	2	6	.08
	OKC Research	27	46	
5. Have you received encouragement and/or assistance in relating Career Education concepts to other areas in the curriculum?	Third Party	11	3	.01
	OKC Research	62	23	
6. Did you involve occupational guest speakers in your Career Education program this year?	Third Party	14	2	1.49
	OKC Research	62	28	

CONCLUSIONS

The following conclusions are based on the objectives outlined in the planning guide. The code referred to at the left identifies each objective, followed by conclusions of the evaluation team as to the status of the objective.

A. Administration: Code 100-199

Code 100 - Supervise and coordinate the work of two occupational information specialists, one liaison specialist, and one full-time secretary.

Code 101 - Keep and maintain records of all pertinent information, i.e., "weekly work sheets" of project activities.

Code 102 - Coordinate efforts of the project staff with State Department and Central Office agencies and departments, local schools, and other agencies.

Code 110 - Prepare and submit all progress reports to the State Project Director when due.

Code 111 - Prepare and submit all monthly finance reports to the State Department of Vocational and Technical Education Finance Director when due.

Code 112 - Prepare continuation proposals for school year 1974-75 and 1975-76.

Code 120 - Order all equipment, supplies, materials, and other items necessary for the Career Education Program.

Code 130 - Review applicable local, state, and federal project reports, papers, and other items concerning Career Education.

Code 140 - Maintain appropriate and effective lines of communications with State and Federal Project Directors.

Code 150 - Coordinate with other consultants and coordinators in areas of in-service, materials and equipment, and curriculum for developmental programs concerning career education.

Code 160 - Establish and maintain communications with 100% of the Central Office administrative personnel to involve them in the Career Education program.

Code 170 - Establish and maintain all necessary financial records, purchase requests, and other financial supportive materials necessary for adequate auditing and record keeping purposes.

CONCLUSION: Evidence of meeting all objectives listed under the administrative function is available through the three Quarterly Reports which were accessible to the Third Party Evaluators.

B. Development and Evaluation: Code 200-299

Code 200 - Prepare and reproduce written materials needed for the Career Education program as required.

CONCLUSION: Various teacher groups have worked on curricular guides but have had difficulty in getting the guides reproduced early enough in the year for effective program implementation.

Code 210 - Develop a Career Education Research and Curriculum Materials Center.

CONCLUSION: The Research and Curriculum Materials Center is in the process of being established in the Oklahoma City Public Schools Central Administrative Building.

Code 220 - Work with local research staff and Third Party Evaluation Team to evaluate the Oklahoma City Career Education Program.

CONCLUSION: There has been a decided emphasis on coordinated in-house and Third Party Evaluation efforts.

C. Dissemination: Code 300-399

Code 300 - To make 100% of the professional staff aware of Career Education, 50% at the interest level of the diffusion process, and 25% of the staff to try at least one career related technique.

CONCLUSION: Dissemination activities have been carried out by the Career Education staff on a continuing basis throughout the first two years of the project. Activities involve radio and television programs, newspaper articles, presentations at various educational meetings and civic clubs.

Code 310 - Identify opinion-leader teachers in each school, and make formal presentations regarding Career Education to opinion-leaders and building principals from all schools in the Oklahoma City system.

CONCLUSION: Opinion-leaders have not been identified in each school; the Career Education staff has, instead, worked with the various coordinators at the Administrative Center (i.e., K-12, Language Arts, Math, Science, etc.).

Code 320 - To establish contact with patrons and community members of Oklahoma City to further an awareness of, and involvement in, the Oklahoma City Career Education Program.

CONCLUSION: In August and September, 1974, twenty-two students and the personnel director along with the Liaison Specialist sponsored two job orientation seminars involving a personnel director of a local business. Occupational Information Specialists have contacted people in local businesses to serve as resource people for student field trips. Relationships established between Oklahoma City Career Education program and the local office of the National Alliance of Businessmen, Chamber of Commerce and Central State University are good. On-site filming in the community featuring many interesting workers in the Oklahoma City area has been produced. Seventeen tours, involving 620 students, were organized and twenty-seven speakers have spoken to 2,170 students.

Code 330 - Establish a working Career Education advisory committee composed of representatives from student body, teachers, location administration, professional education association, State Department of Vocational and Technical Education, parents, labor unions, college professors, Oklahoma Employment Security Commission and local businessmen.

CONCLUSION: There have been four meetings of the advisory committee during the 1974-75 school year. Two of the original group, appointed during the 1973-74 school year are no longer serving--Vickey Ray Anderson, Senior-Classen High School, and Nora Kirchner, Administrative Assistant, Commissioner of Labor. The advisory committee has been expanded to include eight additional members, representative of the following areas: parent, adult institute director, manpower representative of the AFL-CIO; Women's and Children's Representative, State Department of Labor; two Oklahoma City public school professional staff members; a university professor; and the Assistant Business Agent of the Iron Workers Local, Unit #48. The expanded advisory committee is indicated in Appendix Q. A sub-group has been formed to advise the Liaison Specialist in Placement and Training areas. Membership of this advisory sub-group is identified in Appendix R.

Code 340 - Develop a prepared slide/tape presentation explaining the Oklahoma City Career Education program.

CONCLUSION: Four slide/sound presentations for use in civic clubs and educational groups were completed by the Career Education project staff.

Code 350 - Make available to interested persons a cassette taping of all Career Awareness broadcasts.

CONCLUSION: Two copies of video tapes are available to teachers: one at the Central Administration Media Center and one at the Broadcast Center.

Code 370 - Elicit, from teachers not otherwise supported through this project, requests for supplies and instructional materials and consultative services concerning innovative career education activities in the classroom.

CONCLUSION: This has been accomplished through the program coordinators at the Central Administration Building.

Code 380 - Continue Career Education in-service with teachers, principals, etc., whenever and wherever possible. Place special emphasis on support of task forces with specific objectives to produce a product which can be disseminated throughout the school district.

CONCLUSION: August 8-9, 1974, sixteen high school counselors, directed by the Liaison Specialist, met for the purpose of familiarizing counselors with Career Education in general, identify counselor responsibilities in the Career Education concept, and study ways to deal with dropouts or potential dropouts. Only one high school was not represented. In September of 1974 ninety-six fifth grade teachers, directed by the Career Education staff, met for the purpose of introducing fifth grade teachers and principals to the Career Education concept. Sixth grade industrial arts teachers met with the Consultant for Industrial Arts for the purpose of constructing curriculum units for sixth grade Industrial Arts' classes.

In October, 1974, all fifth year teachers met with the Occupational Information Specialist for four sessions. Sixth grade Industrial Arts teachers met to formulate curriculum designed to expose students to activities and careers in plastics, wood, metal, communications, and electricity.

In March, 1975, thirty-four fifth grade principals and teachers worked with "hands-on" activities which could be implemented in the classroom. In June of 1975 one hundred ten elementary, middle school, and high

school teachers took part in a cooperative in-service experience - "Kaleidoscope '75", a community involvement in Career Education. Cooperative effort between Career Education staff, Oklahoma City Chamber of Commerce, National Alliance of Businessmen, and Central State University.

Cooperative Vocational Education teachers worked through January writing curriculum for use in their classrooms and other high school classes for Job Orientation.

Sixth grade Industrial Arts' teachers met throughout the year completing curriculum for the World of Plastics.

D. Training and Placement: Code 400-499

Code 400 - To develop a guide for placement services including referral procedures, counselor responsibilities, and soft-ware required to operate placement services.

Code 401 - Develop liaison between the Career Education program and the Guidance and Counseling component of the Oklahoma City system through in-service, personal contact, and other means.

Code 402 - To assist counselors in the proficiencies needed to use placement records, to design job surveys, to interview employers, to assess student qualifications in relation to specific jobs, and to identify State and local placement services and their uses.

Code 403 - To train middle and high school counselors in the use of VIEW decks and other resource materials.

Code 410 - Establishment of exemplary placement and follow-up in one high school and middle school.

Code 420 - To establish an exemplary training and placement office whose responsibilities shall include student career counseling, job and/or training placement, and school placement for students who are dropouts or potential dropouts.

Code 421 - To expand the services offered by the Training and Placement Office by the addition of one secretary, on a part-time basis.

Code 422 - Develop and implement procedures to place 200 students per year in training programs, jobs, or school.

Code 423 - Maintain adequate records (including follow-up) on all students contacted.

Code 430 - Establish and maintain contact with local, state and Federal agencies whose areas of responsibility might overlap with that of the Liaison Specialist.

Code 440 - To contact businesses and industries within the Oklahoma City Metropolitan area to develop and secure student jobs and/or training positions.

CONCLUSION: The Liaison Specialist for the Career Education project has accomplished contacts with referral agencies within the Oklahoma City area. He has, to some degree, established a relationship with the counseling departments within each high school. The goal to place 200 students per year in training programs, jobs, or school was not accomplished. The high unemployment rate and limited staff were probably chief factors in this objective not being achieved.

D. Awareness Level: Code 500-570

Code 500 - To develop 20 twenty-five minute television broadcasts on the fifteen career clusters, at least ten to be prepared the first year, the remainder the second year. The first year, selected commercial films will be integrated into the sequence of local broadcasts, insuring a weekly career education presentation.

CONCLUSION: Eighteen broadcasts have been produced. Some revisions of locally produced broadcasts have been made during the second year. Selected commercial films have been used in addition to the locally produced programs. A teacher preference and use of the commercial films over the locally produced broadcasts has been evidenced in the Assessment of Career Education Project data supplied by the Oklahoma City Public Schools Department of Research and Statistics and by the data gathered by the Third Party Evaluation team.

Code 501 - To develop specific student performance objectives for each broadcast which relate to student awareness of opportunities in the World of Work, student attitudes about work and student understanding of self in relation to aptitudes and interests for work.

Code 502 - To provide teachers with materials related to the broadcasts and with in-service training in the use of the broadcasts.

CONCLUSION: These objectives are in the process of being accomplished. A greater use of performance objectives for the commercially produced telecast was indicated in the data gathered by the Oklahoma City Public Schools Department of Research and Statistics. A high degree of usership and teacher satisfaction with telecast student objectives were expressed to the Third Party Evaluators. It was determined that the specific performance objectives are being used primarily for instructional purposes and that they are infrequently used for measuring student performances.

Code 503 - To present the broadcasts to all fifth grade classes in the Oklahoma City schools at the rate of one per week.

CONCLUSION: This objective has been accomplished.

Code 510 - To coordinate with teachers and business leaders concering tours available to fifth year students in the Oklahoma City area.

CONCLUSION: Mixed feelings concerning the coordination of tours were expressed by fifth year center teachers. In cases where there were no difficulties in coordinating the tours, much satisfaction was expressed. However, several comments were made concerning the difficulties inherent in communication and poor organization of some tours.

Code 511 - To develop and distribute a publication of available tours in Oklahoma City to all fifth grade teachers.

CONCLUSION: This objective has been accomplished.

Code 512 - To provide 100% of fifth year students one field trip to industry the second year of the project.

CONCLUSION: At least one field trip was made available to requesting teachers. However, data gathered by the Oklahoma City Schools Department of Research and Statistics concerning teacher participation in Career Education field trips (40.43%), Third Party Evaluation data of teacher participation (50%) and student participation (63%) indicate that the implementation of this objective is far from being accomplished.

Code 513 - To develop specific student objectives relating to the understanding of jobs observed plus other teacher information for use in pre-trip and follow-up activities. To distribute this to all fifth grade teachers.

CONCLUSION: This material was distributed to teachers. Data gathered by the Oklahoma City Public Schools Department of Research and Statistics and the Third Party Evaluators indicates that these materials were provided to the teachers but have been infrequently used by teachers.

Code 520 - To coordinate with the community in identifying people who would be willing to speak to fifth year students about their careers.

CONCLUSION: This objective has been accomplished.

Code 521 - To design and distribute necessary forms and information to outside speakers and teachers concerning subject matter, length, etc.

CONCLUSION: There has been no information gathered which would indicate a nonfulfillment of this objective.

Code 522 - To provide five career speakers to each fifth grade class.

CONCLUSION: At least five speakers have been furnished to requesting teachers. The majority of classes have heard at least one Career Education speaker. Few have heard more than three speakers.

Code 530 - Involve 100% of fifth year administrators, counselors, consultants, and teachers in fostering a Career Awareness with their students.

CONCLUSION: Fifth year teachers and administrators have had more intensive involvement in the Career Education Program than have counselors.

Code 531 - To develop materials promoting Career Awareness to be used in in-service sessions.

Code 532 - To conduct at least one in-service program the second year of operation.

CONCLUSION: These objectives have been accomplished.

Code 533 - Meet with counselors and work together on developmental guidance activities that will strengthen the Career Awareness program.

CONCLUSION: There has been some involvement by counselors in meetings regarding Career Education. However, there is no evidence to suggest that these meetings have substantially strengthened the Career Education program.

Code 534 - Infuse Career Education into the entire elementary curriculum (where possible) by small group task force types of in-service for teachers and by increased face-to-face support.

CONCLUSION: Efforts are being made by the Career Education personnel to infuse Career Education into the entire curriculum. Teacher reports indicate that they have received encouragement and/or assistance in this task.

Code 535 - Visit each fifth year center at least three times each school year.

CONCLUSION: This objective has been accomplished.

Code 541 - To coordinate the efforts of teachers in the development of sixteen occupational suitcases with career information for use by fifth year students.

CONCLUSION: This objective has been completed.

Code 560 - To furnish workbenches and tools for use in "hands-on" activities to schools requesting them.

CONCLUSION: Data furnished by the Oklahoma City Public Schools Department of Research and Statistics indicates little use (28.72%) of the workbenches and tools.

Code 570 - To develop a measurable student improvement in Career Awareness and positive attitudes towards school and work by fifth year students.

CONCLUSION: The data gathered from the Oklahoma City Public Schools Department of Research and Statistics does not contain the necessary baseline data for measuring an improvement in Career Awareness and positive attitudes toward school and work by fifth year students.

F. Exploration Level: Code 600-699

Code 600 - To develop a nine week (45 period) exploration program covering occupations in metal, wood, communications, electricity, and plastics.

CONCLUSION: We found electricity in only one of the eleven middle schools. From the teacher's perspective, communications was drafting.

Code 601 - To delineate specific student performance objectives for the program.

CONCLUSION: The specific performance objectives for program should be made available.

Code 602 - To operate the program four times each year for sixth grade students at three middle schools, with one school having two programs (total of four programs).

Code 603 - To add one additional school the second year of program operation.

CONCLUSION: These objectives have been obtained.

Code 610 - To expand existing "World of Construction" programs to three additional middle schools to serve approximately 1,200 seventh grade students in nine programs, two schools to have two programs each.

CONCLUSION: This objective has been accomplished.

Code 620 - To expand existing "World of Manufacturing" programs to two additional middle schools to serve approximately 750 eighth grade students in five middle schools.

REVISION: "World of Manufacturing" programs in four middle schools; program in fifth school lost due to scheduling conflicts

CONCLUSION: This objective has been obtained.

Code 630 - To develop a one year (five periods per week) program in seventh grade Home Economics Career Exploration with accompanying student performance objectives.

Code 631 - To initiate the program in three middle schools during the 1973-74 school year, with seven additional middle schools added during the 1974-75 school year.

Code 632 - To pilot a one semester course in hospitality and foods at three middle schools during the 1974-75 school year for seventh grade students.

Code 633 - To pilot a one semester course in child care during the 1974-75 school year for seventh grade students.

CONCLUSION: All teachers were directly involved in developing student performance objectives writing materials. However, due to the materials not arriving until the middle of April, many schools were unable to implement many of the programs.

Code 634 - To pilot a six week pilot program in Home Economics Career Exploration in two additional schools during the 1973-74 school year.

CONCLUSION: This objective was obtained in the first year.

Code 635 - To provide the in-service training necessary to implement the various home economics programs in middle schools to teachers involved in these programs.

CONCLUSION: No substantial in-service training has been provided for implementation of programs. This should be a goal for the 1975-76 school year.

Code 640 - To develop a program similar to the Home Economics program for Business and Office Education for students in 6th, 7th and 8th grades in ten middle schools.

REVISION: Business and Office Education program not accomplished as viable component; partially supplanted by item Code #641.

CONCLUSION: Answered above.

Code 641 - To develop mini-courses for middle school student use during scheduled "interest area" time in Business and Office Education.

CONCLUSION: Achievement of objective is limited due to very little assistance from Career Education staff.

Code 642 - To develop a one semester (five periods per week) "Introduction to Business" course for eighth grade students.

Code 643 - To specify specific student performance objectives for the program.

Code 644 - To initiate the program in two middle schools to serve approximately 300 eighth grade students.

CONCLUSION: Eighth grade "Introduction to Business" course present in only one middle school due to loss of teacher in other middle school.

Code 650 - To acquire and (where necessary) modify curriculum materials to aid in infusing Career Education into the total middle school curriculum.

CONCLUSION: There were very limited attempts to implement objective. The majority of teachers, counselors, and principals were unaware of the fundamental concepts of Career Education.

Code 660 - To develop a measurable student improvement in Career Awareness and positive attitudes towards school and work by middle school students involved in the programs delineated above.

CONCLUSION: Impossible to measure since baseline data was unavailable. A limited attempt to evaluate was made through subjective responses of counselors and teachers to student attitude changes toward more positive view of Career Education.

G. Orientation: Code 700-799

Code 700 - To develop a one-year (five periods per week) Industrial Power Program with emphasis on electricity, electronics, mechanical, and fluid control occupations.

Code 701 - To specify student performance objectives relating to the understanding of the occupational opportunities, student aptitudes, and student abilities, to specific occupational choices.

Code 702 - To initiate the program in two high schools for approximately 160 students.

CONCLUSION: The programs are operational. Training kits and supported materials purchased from Career Education project funds were used extensively and viewed as being beneficial by both instructors and students. We recommend, however, that the teachers be consulted about the possibility of increasing the number of kits. Teachers need to complete the development of their performance objectives. The leadership for coordinating the refinement of these programs should continue to be placed with the District Coordinator for Industrial Arts Education.

Code 710 - To develop a one year (five periods per week) hospitality and personal service program with emphasis on food service, hotel and restaurant administration, recreation management, and the child care occupations.

Code 711 - To specify student performance objectives relating to the understanding of the occupational opportunities, student aptitudes, and student abilities, to specific occupational choices.

Code 712 - To initiate the program in four high schools for approximately 500 students beginning the second year of the program.

CONCLUSION: The teacher committee organized to develop the curriculum objectives for this cluster has completed the task. An overview of the materials shows evidence of considerable effort on the part of the committee. The materials are being used in the program not designated as Career Education funded projects. There was some evidence, however, to indicate that some teachers still do not have a clear understanding of the goals of the project.

Code 720 - To develop a one year (10 periods per week) Home Construction Program with emphasis on carpentry and other residential construction occupations.

Code 721 - To specify student performance objectives relating to the understanding of the occupational opportunities, student ~~apptitudes~~ and student abilities, to specific occupational choices.

Code 722 - To initiate the program in four high schools for approximately 160 students.

CONCLUSION: The four programs continue to be operational in the school year 1974-75. There is more evidence of planning in the second year than was observed when the programs were initiated. We recommend that they continue to develop and refine their student performance objectives. The programs continue to operate on a five-hour per week schedule as compared to the objectives statement of ten hours per week. This objective should be altered or the programs scheduled to comply with the stated objectives.

Code 730 - To pilot a Career Exploration Program at one high school. Programs will be one semester and will serve to introduce students to job applications, job interviews, attitudes and individual career exploration in students' interest areas.

CONCLUSION: This program has been piloted at Northwest High School.

Code 740 - To develop a measurable student improvement in Career Awareness and positive attitudes towards school and work by high school students involved in the programs delineated above.

CONCLUSION: No instrumentation has been developed for measuring student improvement in Career Awareness, etc.

H. Skill Development: Code 800-830

Code 800 - To develop a two year (15 hours per week) Building Construction Cluster offering skill training in masonry and electrical wiring the first year with carpentry to be added to the curriculum the second year.

Code 801 - To specify student performance objectives relating to occupational competency by the end of the second year.

Code 802 - To establish the program in one location the second year.

Code 803 - To initiate a placement component which will assure the placement on jobs or in continued education of 95% of students available for employment.

CONCLUSION: This is the second year that this objective has not been met. We recommend that this cluster be either implemented or deleted from the objectives.

Code 810 - To develop a two year (15 hours per week) Interior Decorating Cluster offering skill training in upholstery and drapery. (One year possible at student's option.)

Code 811 - To specify student performance objectives relating to occupational competency by end of the second year.

Code 812 - To establish the program in one high school.

Code 813 - To initiate a placement component which will assure the placement on jobs or in continued education of 95% of students available for employment.

Code 814 - To institute the programs in an evening adult class at one location.

CONCLUSION: This program should be instituted as planned for the 1975-76 school year. The programs should be organized as a cluster in Interior Decoration and not overemphasize upholstery.

Code 820 - To develop a one year cooperative office training program for twelfth grade students in the areas of business administration, office management, bookkeeping. (Programs, i.e. 10 hours per week in class, 15 hours per week on-the-job.)

Code 821 - To specify student performance objectives relating to occupational competency by the end of the second year.

Code 822 - To initiate the program in one high school.

Code 823 - To initiate a placement component which will assure the placement on jobs or in continued education of 95% of students available for employment.

Code 824 - To integrate these methods into an existing Cooperative Office Education class the second year of program operation.

CONCLUSION: The Cooperative Office Education program appears to be meeting the stated objectives. We recommend that the district consult the teacher about needed equipment and materials.

Code 830 - To pilot a two year program in Vocational Business and Office to cover all facets of business (i.e., reception, filing, machine operation, typing, shorthand, etc.).

CONCLUSION: The two pilot programs show evidence of being very successful. Consideration should be given to implementation of this concept in other Oklahoma City high schools.

General Conclusions:

In addition to the specific conclusions pertinent to each function of the project, the evaluation team members have drawn the following general conclusions regarding the progress of the second year of the Career Education Project.

1. The staff of the Oklahoma City Public Schools Research Department are to be commended for their efforts in on-going evaluation of the Career Education Program during the 1974-75 academic year. Their cooperation in providing available data to the Third Party Evaluation Team was excellent. Efforts were made by the Research Department to make comparisons between the 1973-74 data and the 1974-75 data. For comparison purposes, these data were helpful. No effort has been made up to the present time, however, to evaluate the product of the Career Education project. Most of the in-house evaluation effort has been spent on the process.

2. A good job has been done in identifying with the business community in Oklahoma City. An example would be the workshop the Career Education coordinator had set up through National Alliance of Businessmen. The whole idea of this workshop was to get the teachers from each building into the business community on an exploratory basis during the day when personnel people and the workers were there and have substitutes take their classes in the Oklahoma City schools. Because of administrative problems, the project did not materialize. The National Alliance of Businessmen and the Oklahoma City Chamber of Commerce did provide financial and planning assistance to "Kaleidoscope '75" as a Career Guidance Institute after school was out.

3. There must have been a great deal of time and thought given to the selection of the Career Education staff in the beginning, because there have been no changes whatsoever among key personnel (Tom DeSpain, Gary Hornish, Sarah Ernest, Cal Holloway). However, the various Career Education staff members are not always identified with their program. They are known by name but not as being associated with the Career Education program.

4. There is a great need for in-house public relations. There needs to be a direct line from the Career Education staff to an opinion-molder and leader within each buiding, in addition to the coordinators' level or the directors' level. Marked improvements have been indicated in top level involvement; a good job was done in getting the directors, superintendent, the assistant superintendents and others involved in the "Kaleidoscope '75" in cooperation with the Oklahoma City Chamber of Commerce and the National Alliance of Businessmen. This same type of involvement needs to be articulated at all levels within the system.

5. There have been some positive changes in the Middle Schools over last year. In the Home Economics area there has been some real improvement; this is seen as a result of the majority of teachers being directly involved in writing the materials. However, a problem developed in implementation because materials were not available until the middle of April. Therefore, some of the pilot programs that were to have been implemented were implemented only if the teacher had the materials written during the curriculum writing workshop held last year. The total guide was not available in time for teachers to even take a look at some of the projects.

6. The middle school teachers need more time to meet with other middle school teachers to find out what they are doing and how it is working. Teachers need more time to look at curricular materials that have been developed and learn how they can implement some concepts in their curriculum. The counselors need to exchange with other counselors and the administrators need orientation procedures to all of the Career Education concepts. The coordinators, at the Board of Education level, in Business, Home Economics, Industrial Arts, etc., and Cooperative Education need to have the opportunity of sharing specifically developed exploratory materials which may be used in classes other than pre-vocational classes. This would be a point where administrators could have some input and feed back into the process.

7. There has been no in-service training for principals, with the exception of the Fifth Year Center principals. Counselors have been overlooked across the board. Counselors and principals are the foundation of the entire program and yet experience very limited involvement in the Career Education program. Cal Holloway did hold a workshop for counselors and did establish contact with one counselor in most high schools.

8. There is no indication that the middle school administration and project staff have received more hands-on career exploration as recommended last year.

9. In looking at the administrative structure and what the objectives were, one was to identify key personnel in each building who would be the facilitator for Career Education. Rather, the Career Education coordinator concentrated his efforts with the subject matter coordinators at the Oklahoma City Public School Administration Office Building. A good working relationship has been developed with these people, but, in some cases the subject matter coordinator feels his first priority to be his own area, not Career Education. Informal identification of opinion leaders has been accomplished by the Career Information Specialists at the fifth year centers.

10. Teachers and principals in the Fifth Year Centers indicated that in-service training needed to be made available extremely early in the school year. Last year the in-service training was held late in September and scheduling problems developed. Thus it was difficult to do the kinds of things the Career Education staff wanted them to do. Also, these teachers felt that the educational tours represented a weak area. They felt that scheduling information, group communications, and transportation information should be available to them. They also indicated a need for familiarization with the kinds of materials that are available and in the use of the objectives for evaluation as well as teaching procedures.

11. Some teachers felt there were some real problems with student involvement in the World of Manufacturing program, primarily because students were unable to effectively sublimate their need for individuality. They could not get too enthusiastic about becoming a part of that team to develop a product through an assembly line concept. This was not so true in the other areas and in the World of Construction.

12. The lack of instructional materials is due to Oklahoma City Public Schools publications problems. Some materials which were written in the summer of 1974 were not made available until April of 1975.

13. One problem faced in expansion of the Career Education concept was that school principals with a decline in enrollment cut the Career Exploration and Skill Development classes out of their programs.

14. Although adequate funds have been made available through USOE Grant No. OEG-0-73-5321, Project No. V361058, for bridging the gap in Career Education in Oklahoma City, total expenditures of funds to date indicate that administrative costs are presently absorbing more than 75% of total expenditures, but not of total budgeted funds.

During the third year of the project the emphasis for expenditures needs to be for in-service teacher, principal and counselor education and for instructional equipment and supplies.

15. Subjective evaluations of the third party team, gathered through visitation with teachers, counselors, and principals compared favorably with data gathered by the research division of the Oklahoma City Schools. Chi Square analyses of comparable questions and populations revealed only one significant difference which could have resulted from the understanding of the question on the research department questionnaire.

RECOMMENDATIONS

The following recommendations are submitted by the evaluators to substantiate specific and general conclusions:

1. It is the recommendation of the Third Party Evaluation Team that a concentrated effort be made by the Research Development staff to incorporate the following changes into their evaluative procedures for the 1975-76 period:

   A. Become thoroughly familiar with the Draft Guidelines For the Evaluation of Career Education Programs available through the Department of Health, Education and Welfare and alter current evaluative procedures to conform with the procedures outlined in the report;

   B. Develop an outcome Question/Treatment Group Matrix providing a summary of specific outcomes for each group of students, teachers, counselors and principals being evaluated;

   C. Where possible, comparisons should be drawn between those exposed to the Oklahoma City Public Schools' Career Education Program (experimental groups) and those not exposed to the Career Education Program (control groups). If control groups are not available, comparisons between high exposure and low exposure could be made for comparative data. The emphasis the Third Party Evaluation team wishes to make here is the use of inferential statistical data as opposed to descriptive data;

   D. Develop and utilize statistically sound sampling procedures in selecting respondents so that generalizations from the experimental sample may legitimately be made to the total population being sampled;

   E. Utilize available standardized measurement instruments such as the Assessment of Career Development (ACD), Career Development Inventory (CDI), Career Education Questionnaire (CEQ), Career Maturity Inventory (CMI), Differential Aptitude Tests (DAT), and/or Self Observation Scale (SOS) in evaluation of Career Education objectives outcome;

2. It is suggested by the Third Party Evaluation team that the Research Department select as their target populations for sampling, students from the third, fifth, ninth, and twelfth grades. It is further recommended that the third and fifth graders be administered the SOS plus one other suitable instrument, and that the ninth and twelfth graders be administered the ACD as a minimum. We would like a total sample of 1,000 students from the Oklahoma City Career Education Program broken down as follows:

200	Third Graders
200	Fifth Graders
300	Ninth Graders
300	Twelfth Graders
1,000	Total Sampled Population

While these numbers are strictly advisable, under no circumstances should the sample size be less than 5% or 30 participants, whichever is the larger.

3. At certain points we need to measure the extent of increase in self-awareness that the students have as well as an increase in the awareness of the "World of Work".

4. Special effort should be made to implement objectives deferred due to staff scheduling and space problems; further, the Career Education staff needs to develop program objectives for students, counselors, teachers, and principals in terms of measurable outcomes.

5. A real effort needs to be expended relative to the real goals for the coming year. Also, some serious planning efforts need to be initiated prior to Fall of 1975, concerning the overall goals and objectives of the entire program. Especially taking into consideration the Draft Guidelines for the Evaluation of the Career Education program, as developed by the United States Office of Education.

6. A member of the Career Education staff should have a regularly scheduled morning or afternoon assignment in the schools throughout the system. This person would be better able to serve as a coordinator, rather than delegate that type of job to someone who already had multiple responsibilities within the building.

7. During the third year of the project, it is recommended that consideration be given to releasing the Career Development Specialists from the responsibility of developing original television tapes, since professionally prepared tapes such as "Bread and Butterflies" are now available. This possible reassignment of responsibilities could result in greater availability of these two creative professionals to the classroom teachers of the district.

8. It is recommended that greater effort be made to coordinate the tours.

9. It is recommended that middle school teachers receive more information about the availability of career speakers and suggestions as to the reduction in the problems they have in getting buses to take them on the tours.

10. The Exploratory Curriculum should be broadened to include in diverse subject areas (Social Studies, Science, Business, etc.) the same concept which has been developed in "World of Construction" and "World of Manufacturing".

11. It is recommended that Quarterly Reports include data concerning the Training and Placement activities.

12. Based on the number of services that the Liaison Specialist is attempting to provide, we recommend that additional staff be considered for the Training and Placement component of the project. An expanded staff may include personnel on a professional and/or para-professional level. The number and type of staff should be identified as a result of consultation with the Liaison Specialist and other personnel with whom he coordinates activities.

13. We recommend that the Career Education Project personnel explore the possibility of expanding the Career Education program to additional high schools. More curriculum resources should be made available for use in the Career Exploration classes.

14. Since some teachers do not have a clear understanding of the goals of the hospitality and personal services curricular project, it is recommended that the school district coordinator of Home Economics Education continue to provide leadership for orienting Home Economics teachers to the concept of Career Education.

15. It is recommended that consideration be given to several areas of in-service education:

    A. Involvement of building principals in Career Education Awareness activities.

    B. Involvement of counselors in developing through workshop activities an understanding of the counselor's responsibilities for Career Education.

    C. Extension of the "Kaleidoscope '75" program to allow for business and industrial exposure for elementary, middle, and high school teachers, representatives of every educational site within the school system, such exposure to take place during the working day to allow for expanded understanding of the World of Work.

D. "Teacher-talk-to-teacher" workshops for the purpose of exchanging ideas, techniques, and curricular materials in Career Education.

E. Involvement of fifth year center media specialists in coordinating the use of Career Awareness materials in the schools. A catalog of materials should be made available to them for teacher reference purposes. Media specialists might further be involved in the development of Career Awareness packets for individual pupils' use in relation to specific career fields.

RECOMMENDATIONS
1973-74

The following is the present status of the recommendations of the Third Party Evaluation team at the conclusion of the first year of the Oklahoma City Career Education Project, (p. 71, Interim Report, July, 1974).

1. There is a need for the early development of instruments to be administered as pre- and post-tests so that some empirical evidence or data can be determined as to the success of the project.

PRESENT STATUS: Has not been accomplished; pre-test data must be gathered in the Fall of 1975.

2. There needs to be more of an assumption of responsibility for the development of these instruments by the Office of Evaluation and Research of the Oklahoma City Public Schools.

PRESENT STATUS: The Office of Evaluation and Research has assumed this responsibility and must be commended for their efforts.

3. More attention needs to be paid to details of attempting to measure instructional and behavioral objectives developed for the Career Education project.

PRESENT STATUS: No attempt to measure instructional and behavioral objectives. (See recommendation 1b, 1975 Evaluation.)

4. Measurement and evaluation needs to be on-going processes with information included in Quarterly Reports.

PRESENT STATUS: Career Education staff should be commended on the manner in which this has been accomplished.

5. There also needs to be a time commitment from the Oklahoma City Public Schools for a person to be responsible for research for the project. That is not the case presently.

PRESENT STATUS: This has been accomplished. Bob Alyea and Maxie Martin have been assigned to this position.

6. There appears to be a need to concentrate efforts at the middle school level during the next phase of the Career Education program. Specifically, during the initial phase of the Career Education program, the elementary schools were very successful in dealing with the Career Awareness concept. However, the middle schools did not appear to stress the Career Education concepts with equal vigor or success.

PRESENT STATUS: Elementary schools are generally quite successful rather than very successful. Middle schools still need additional emphasis.

7. Project staff and middle school administrators need to emphasize activities which will impinge on the problems associated with "hands-on" Career Exploration and can be tested for effectiveness.

PRESENT STATUS: They are not having the experience, therefore it is not being measured.

8. Efforts should be continued to develop resource materials which can be used to relate concepts taught in the various disciplines to occupations which can use this concept.

PRESENT STATUS: Resource materials are being developed, the Home Economics being the most successful. Business is an area that needs improvement.

9. The Exploratory curriculum should be broadened to include the diverse subject areas (social studies, science, business, etc.) in the same concept which has been developed in "World of Construction" and "World of Manufacturing".

PRESENT STATUS: Not accomplished. Recommended again. (See Recommendation #10, 1975 Evaluation.)

10. A workshop should be made available during the summer of 1974 for all middle school teachers, especially those in guidance, administration, industrial arts, home economics, and business. It would be very helpful to have social studies and/or team teachers at these also.

PRESENT STATUS: A workshop was held during the summer of 1974 and Ruth Taylor was the professor of record. This involved middle school teachers and was held at Central State University. Additional in-service education within the Oklahoma City system should be accomplished, requesting commitment on the part of teachers, counselors, administrators to consider the feasibility of using Career Education concepts and continue to work with them. (See Recommendation #15, 1975 Evaluation).

11. Efforts should be made to stress careers available in existing courses such as "World of Manufacturing" and "World of Construction".

PRESENT STATUS: Needs additional implementation throughout the middle schools.

12. Middle school teachers should be encouraged to use the T.V. Clusters developed for the Fifth Year Centers especially for the students who have not had this experience during their fifth year in 1974.

PRESENT STATUS: One middle school teacher interviewed was using "Bread and Butterflies"--should be considered by others.

13. Middle schools should try to schedule more Career speakers and field trips.

PRESENT STATUS: Not enough career speakers were being scheduled. There were less speakers this year than last.

14. There needs to be more in-depth consideration to the designation of an opinion leader in each school to disseminate information about the Career Education program and the Career Education effort in general for the Oklahoma City Schools.

PRESENT STATUS: Has not been accomplished. (See Recommendations 6 and 7, 1975 Evaluation.)

15. Additional efforts should be made to make all secondary instructional staff aware of the Career Education concept.

PRESENT STATUS: Needs definite articulation on all levels.

16. In secondary schools making curriculum adjustments, consideration should be given to expanding orientation and skill specialization programs.

PRESENT STATUS: Needs to be implemented; it has not been done.

17. A program should be designed to allow for greater involvement in program planning by the Career Education project instructors at the secondary level.

PRESENT STATUS: They have improved on this but only those involved in the project. They have not involved the other teachers in those departments.

APPENDICES

APPENDIX A

THIRD-PARTY EVALUATION

Grant Number: OEG-0-73-5321
Project Number: F6 004 VW
Oklahoma Contract: CP-500

Scope of Work

A. This grant covers the second year, third-party evaluation of a project tentatively planned for three years. Negotiations are being conducted with Central State University, Edmond, Oklahoma as the following bases:

   1. This is a continuation--the institution has the prerequisite knowledge, experience and facilities for performance of the scope of work by virtue of its previous and current work on the project.

   2. The initial request for bid identified the third-party evaluation as a three-year project--provided funding was available.

B. The amount of this grant is $6,000.00.

C. The grant shall be administered in accordance with the terms and conditions of Grant Number OEG-0-73-5321 which are incorporated herein by reference.

D. The following tasks are to be performed by the Central State University evaluation team:

   1. A review of the self-evaluation process for this project with regard to the following:

      a. Conformance of the evaluation to the Guidelines for the Evaluation of Career Education Programs.
      b. Reliability and validity of data collection instruments.
      c. Appropriateness of sampling procedures, data analyses and conclusions.

   2. An analysis of the objectives and procedures developed for the second year of the project as they relate to:

      a. The USOE Policy Paper: AVTE-V72-10, August 28, 1972.
      b. The purpose of the project as stated in the original proposal submitted by the Oklahoma City Public Schools.
      c. The third-party evaluation report of the first year.

   3. An evaluation of the activities of the second year with regard to committment of the school district to the career education philosophy.

4. Sixty hours of "exit" consultation with the project staff. Objectives will be:

   a. To discuss findings of the evaluation team with the local project staff.
   b. To develop viable recommendations to be included in the evaluation report.
   c. To develop a design, based on the Guidelines for the Evaluation of Career Education Programs, for third-party evaluation for the third year of the project.

5. A report of the findings in 1, 2, and 3 above together with conclusions and recommendations for third year activities. The report will be submitted to the State Project Director by June 30, 1975.

   a. The report should detail results of the self-evaluation which are related to the design in Guidelines for the Evaluation of Career Education Programs. Such results may also be reported in the interim report of the Oklahoma City School District. They are required here for ease in consolidating results across the states.

E. In order to facilitate the evaluation, the following conditions are made a part of the grant.

1. The local project through the Local Project Director shall be responsible for providing the following to the third-party evaluation team:

   a. All instruments prepared by the Department of Research and Statistics for use in the self-evaluation--by April 1, 1975. Relevant reliability and validity data concerning the instruments shall be made available also.
   b. Copies of standardized instruments used in the self-evaluation--by May 1, 1975.
   c. The self-evaluation plan: including sampling procedures, instruments, data collection time frames, and analytic procedures--by April 1, 1975.
   d. The summaries of the data and analyses of the data as soon as practical after data collection but no later than May 15, 1975.
   e. Monthly budget analyses together with detailed explanation of expenditures when requested.
   f. Such other data as may be readily accessable such as placement records from the Training and Placement office.
   g. Coordination support for interviews to be conducted by the third-party evaluation team.
   h. Review of interview content before interviews are conducted with teachers or students.
   i. At least 12 hours time of each project staff member for purposes of "exit" consultation by the third-party evaluation team.

2. The State Project Director shall be responsible for the following:

   a. To furnish Quarterly Progress Reports to the third-party evaluation team at the same time they are submitted to the Regional Grants Officer.
   b. To expedite requests from the third-party evaluation team for any additional data which would have to be generated by local project staff following such requests.

3. The third-party evaluation team will be responsible as follows:

   a. To channel requests for data needs not specified herein through the State Project Director.
   b. To furnish interview schedules and content to the Local Project Director at least two weeks before interviews are to be made with teachers and students.
   c. To check in with building principals before conducting an interview in their school.
   d. To furnish professional educators to conduct all interviews in the Oklahoma City Public School District.
   e. To conduct "exit" consultation after evaluation data are collected and before the evaluation report recommendations are completed.

BUDGET FY 1975

THIRD-PARTY EVALUATION
CAREER EDUCATION
OKLAHOMA CITY PUBLIC SCHOOLS

BUDGET: 1974-1975

Personnel:		
Graduate Assistants (Four M.Ed. Candidates, 3 months each @ $250/month)	$ 3,000	
One part-time secretary (3 months @ $200/month)	600	
Personnel Benefits	360	
TOTAL PERSONNEL EXPENSE		$3,960
Other:		
Travel (Evaluation staff & graduate assistants)	1,000	
Office Supplies, Duplicating, Communications	1,040	
TOTAL OTHER EXPENSES		2,040
GRAND TOTAL EXPENSES		$6,000

APPENDIX B

VISITATION SCHEDULE

Dr. Bob Brown
Monica Fenity

Thursday -	May 8, 1975	N.W. Classen High	9:00 a.m.
		John Marshall High	1:00 p.m.
Friday -	May 9, 1975	Douglas High	9:00 a.m.
		Northeast High	1:00 p.m.
Tuesday -	May 13, 1975	Capitol Hill High	9:00 a.m.
		Star Spencer High	1:00 p.m.

Dr. Mary Ann Henderson
Ruth Springfield

Wednesday -	April 30, 1975	North Highland School	1:30 p.m.
Thursday -	May 1, 1975	Longfellow School	1:30 p.m.
Friday -	May 2, 1975	Dewey School	9:30 a.m.
		Polk School	1:30 p.m.
Monday -	May 5, 1975	Edison School	9:30 a.m.
		Creston Hill School	1:30 p.m.
Tuesday -	May 6, 1975	Garden Oaks Schools	1:30 p.m.
Wednesday -	May 7, 1975	Lincoln School	9:30 a.m.
		Culbertson School	1:30 p.m.
Thursday -	May 8, 1975	Truman School	1:30 p.m.
Friday -	May 9, 1975	Edwards School	9:30 a.m.
		Page-Woodson School	1:30 p.m.
Monday -	May 12, 1975	Dunbar School	9:30 a.m.
		King School	1:30 p.m.
Tuesday -	May 13, 1975	Green Pastures School	9:30 a.m.
		Parker School	1:30 p.m.

Dr. Don Helberg
Dr. Earl Newman

Wednesday -	April 30, 1975	Capitol Hill Middle School
Thursday -	May 1, 1975	Eisenhower Middle School
		Harding Middle School
		Hoover Middle School

Friday	- May 2, 1975	Central Middle School
Monday	- May 5, 1975	Jefferson Middle School Webster Middle School
Wednesday	- May 7, 1975	Rogers Middle School
Friday	- May 9, 1975	Roosevelt Middle School Taft Middle School Jackson Middle School

APPENDIX C

TELEVISION SCHEDULE
OF
LOCALLY PRODUCED CAREER AWARENESS SHOWS
1974/75

January 7	Introduction to the World of Work
January 14	Public Services
January 21	Transportation
January 28	Fine Arts and Humanities
February 4	Consumer and Homemaking
February 11	Hospitality and Recreation
February 18	Manufacturing
February 25	Construction
March 4	Environment
March 11	Agri-Business and Resources
March 18	Business and Office
April 1	Marketing and Distribution
April 8	Marine Sciences
April 15	Health
April 22	Communication
April 29	Personal Services
May 6	NASA Special
May 13	Guidance and Self-Awareness

APPENDIX D

SCHOOL_____ DATE_____

INTERVIEW WITH A FIFTH YEAR PRINCIPAL

1. How many times during this year has a representative of the Career Education Program visited in your school?

   1____ 2____ 3____ 4____ 5____ NA____

2. Do you know of the means of transporting career education materials between schools?

   Yes_____ No_____

3. If so, how is this done?_____

   _____

   _____

4. How are the career education materials distributed throughout your building?

   _____A. Resource Person _____C. Principal

   _____B. Materials Center _____D. Other_____

   _____

5. How would you judge the degree to which your teachers are involved in infusing career education with the entire program?

   Very Involved 5 4 3 2 1 0 No Involvement

6. How do you suggest that greater coordination of career education into the entire curriculum might occur?

   _____

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX E

SCHOOL_____ DATE_____

INTERVIEW WITH FIFTH YEAR CENTER COUNSELOR

1. Before receiving the questionnaire, did you know there was a Career Education Project in the schools?

   Yes_____ No_____

2. Did you participate in Career Education activities during the 1974-75 school year?

   Yes_____ No_____

3. If so, please indicate those activities in which you participated.

   _____ A. In-Service Education

   _____ B. Worked with teachers in coordinating guidance activities with the career awareness program.

   _____ C. Talked individually with pupils about career awareness.

   _____ D. Talked with classes about career awareness.

   _____ E. Helped to secure speakers or other sources of career information for teachers.

   _____ F. Other_____

   _____

   _____

   _____

APPENDIX F

SCHOOL_____ DATE_____

INTERVIEW WITH FIFTH YEAR CENTER TEACHER

A. TELEVISION

1. Did your class frequently view the career education television programs?

"Bread and Butterflies" Yes_____ No_____

"Kaleidoscope" Yes_____ No_____

2. You say that your class frequently viewed_____ but not_____. Can you tell me why your class did not view_____.

____a. I was not aware of it.

____b. Scheduling difficulties.

____c. I received no curriculum guide for it.

____d. It was not appropriate for my class.

____e. Other_____

3. Did you use the specific student objectives for the broadcasts?

Yes_____ No_____

4. Do you believe the student performance objectives were helpful to you?

Yes_____ No_____

5. If yes, please indicate the benefits of the specific performance objectives as you see them.

____a. Preparing students for viewing.
____b. Providing discussion topics for follow-up.
____c. Evaluating student career awareness.
____d. Evaluating student attitude change.
____e. Evaluating student self-perception about their aptitudes and interests for work.
____f. Stimulating the teacher to provide activities of these learnings and attitudes.

B. TOURS

1. Did your class take a Career Education tour this year?

Yes_____ No_____

2. How many Career Education tours did your pupils make?

1____ 2____ 3____ 4____ 5____

3. Did you receive the materials developed for pre-trip and follow-up activities.

Yes_____ No_____

If no, skip number 7.

4. Did you believe the activities found in this material enhanced the learnings of your pupils?

Yes_____ No_____

5. Do you believe the activities found in this material contributed to positive attitude changes about the world of work among your students?

NA_____ Yes_____ No_____

6. Did you receive the students performance objectives developed for the career education tours?

NA_____ Yes_____ No_____

7. Did you use these objectives to evaluate the benefit of the tour?

NA_____ Yes_____ No_____

8. If yes, did this evaluation lead you to believe the tour was of benefit to your pupils?

Undecided_____ Yes_____ No_____

9. Were these realistic objectives for evaluation purposes?

Undecided_____ Yes_____ No_____

COORDINATING THE CURRICULUM

1. Have you received encouragement and/or assistance in relating career education concepts to other areas in the curriculum?

Yes_____ No_____

2. If so, please indicate the source of the encouragement and/or assistance.

___a. In-service education
___b. Career education personnel
___c. Principal
___d. Other_____

SPEAKERS

1. Did you involve occupational guest speakers in your career education program this year?

Yes_____ No_____

2. If so, how many guest speakers did you have involved?

1_____ 2_____ 3_____ 4_____ 5_____

APPENDIX G

M_____ F_____ C_____ B_____ I_____ MA_____

SCHOOL_____ DATE_____

INTERVIEW WITH FIFTH YEAR CENTER STUDENT

1. How you seen a T.V. program that told you about jobs for people?

   Yes_____ No_____

2. Has your class made a field trip to a business or industry where people told you about their jobs?

   Yes_____ No_____

3. Has your class had someone come and visit and tell the students about a job?

   Yes_____ No_____

4. Have you talked in school about different kinds of jobs people have?

   Yes_____ No_____

5. Tell me about some of the jobs._____

   _____

   _____

   _____

6. Do you have any idea about what you might want to do when you grow-up?

   _____

   _____

   _____

   _____

   _____

APPENDIX H

SCHOOL_____ DATE_____

INTERVIEW WITH FIFTH YEAR MEDIA SPECIALIST

1. Before receiving this questionnaire, did you know there was a Career Education Project in the schools?

   Yes_____ No_____

2. Did you participate in Career Education activities during the 1974-75 school year?

   Yes_____ No_____

3. Have you received assistance in establishing a system to help students in individual interest areas as related to career education?

   Yes_____ No_____

4. Please indicate the Career Education activities in which you participated during the 1974-75 school year.

   _____ a. In-service education

   _____ b. Materials development

   _____ c. Ordering materials

   _____ d. Coordinating the use of career education packages.

   _____ e. Coordinating the use of career education occupational suitcases.

   _____ f. Other_____

   _____

   _____

APPENDIX I

SCHOOL_____ DATE_____ PRINCIPAL_____

INTERVIEW WITH MIDDLE SCHOOL PRINCIPALS

1. Have you attended an in-service training program for career education?

   Yes_____ No_____

2. Have the faculty at your school attended an in-service program for career education?

   Yes_____ No_____

3. Has your counselor made available occupational and career information to your teachers for classroom use?

   Yes_____ No_____

4. Has your school conducted field trips to local businesses, etc.?

   Yes_____ No_____ Where_____

5. Which of the following have been implemented at this time in your school?

   A. A 9-week exploration program covering occupations in metal, wood, communications, electricity, and plastics.

   B. A 9-week exploration program covering business office occupations.

   C. An exploration program for the "World of Construction".

   D. An exploration program for the "World of Manufacturing".

   E. A 1-year program in Home Economics Career Exploration.

   F. A 6-week pilot program in Home Economics Career Exploration.

APPENDIX J

SCHOOL_____ DATE_____ COUNSELOR_____

INTERVIEW WITH MIDDLE SCHOOL COUNSELORS

1. Have you attended an in-service training program for Career Education?

   Yes_____ No_____

2. Have you made available occupational and career information for all teachers to use?

   Yes_____ No_____

   Types:_____

   _____

3. What was your role in planning field trips to businesses, etc.?

   _____

   _____

   _____

   _____

   _____

4. What was your role in obtaining speakers on occupational opportunities?

   _____

   _____

   _____

   _____

   _____

APPENDIX K

SCHOOL_____ DATE_____

INTERVIEW WITH MIDDLE SCHOOL TEACHERS

1. Have you attended an in-service training program for career education?

   Yes_____ No_____

2. Has your counselor made available occupational and career information to you for classroom use?

   Yes_____ No_____

3. Has your class made field trips to a business, industry, or an educational institution?

   Yes_____ No_____

   WHERE?_____

   _____

   _____

4. Has your class had any career speakers?

   Yes_____ No_____

   Speaker's expertise?_____

   _____

   _____

5. What Career Education Programs have been implemented for your classes?

   _____

   _____

   _____

APPENDIX L

SCHOOL_____ DATE_____

INTERVIEW WITH MIDDLE SCHOOL STUDENTS

1. Has your class made a field trip to a business or industry where people told you about their jobs?

   Yes_____ No_____

2. Has your class had a speaker who discussed jobs and job possibilities?

   Yes_____ No_____

3. What Career Education Program have you been enrolled in?

   _____

   _____

   _____

4. Have you seen a T.V. program or films at school that told you about jobs?

   Yes_____ No_____

5. Tell me anything you can remember that you especially learned about jobs from your career speakers, field trips, T.V., or your career education classes.

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX M

QUESTIONNAIRE FOR

HIGH SCHOOL TEACHERS

	Yes	No	In Process
1. What course do you teach? _____			
2. Are you aware of the Career Education Project in the Oklahoma City Schools?	____	____	
3. Have you participated in an in-service training program for the Career Education project?	____	____	____
4. Have you developed performance objectives for your program?	____	____	____
5. Do you feel that the instructional staff has had sufficient involvement in the planning of the Career Education project?	____	____	
6. How do you perceive the concept of Career Education?			
a. Education of the student through Vocational Education	____	____	
b. A total educational process including Career Awareness, Exploration, and Specialization	____	____	
c. Disagree with total concept	____	____	
d. Have not formulated a clear concept of Career Education	____	____	
e. Other (list) _____			
_____			
7. Do you feel more knowledgeable about Career Education this year than last?	____	____	

APPENDIX N

QUESTIONNAIRE FOR

HIGH SCHOOL PRINCIPALS

	YES	NO
1. Have you attended in-service training sessions about Career Education?	____	____
2. How do you perceive your role as a building Principal in Career Education?		
a. Provide educational leadership in the development of the Career Education concept in your school	____	____
b. Provide job placement offices within your school building	____	____
c. Other (list)_____		
_____		
_____		
3. Do you feel adequate involvement in the planning and implementation of the Career Education Program in the Oklahoma City schools?	____	____
4. How do you perceive the concept of Career Education?		
a. Education of the student through Vocational Education	____	____
b. A total educational process including career awareness, exploration and specialization	____	____
c. Disagree with total concept	____	____
d. Have not formulated a clear concept of Career Education	____	____
e. Other (list)_____		
_____		
5. Do you have additional recommendations on how to improve the Principal's role in Career Education? (If so, list on back)		
6. Do you feel more knowledgeable about Career Education this year than last?	____	____

APPENDIX O

QUESTIONNAIRE FOR

HIGH SCHOOL COUNSELORS

	YES	NO
1. Have you attended in-service training sessions about Career Education?	____	____
2. How do you perceive your role as a counselor in Career Education?		
a. Use of placement records	____	____
b. Design job surveys	____	____
c. Interview employers	____	____
d. Assess student qualifications in relation to specific jobs	____	____
e. Identify state and local placement services	____	____
f. Use of VIEW materials and other career-related resource materials	____	____
3. How do you perceive the concept of Career Education?		
a. Education of the student through Vocational Education	____	____
b. A total educational process including Career Awareness	____	____
c. Disagree with total concept	____	____
d. Have not formulated a clear concept of Career Education	____	____
e. Other (list)_____	____	____
_____		
4. Do you have additional recommendations on how to improve the counselor's role in Career Education, if so, list on back.	____	____
5. Do you feel more knowledgable about Career Education this year than last?	____	____

APPENDIX P

QUESTIONNAIRE FOR

HIGH SCHOOL STUDENTS

		Yes	No
1.	Have you established a career goal?	____	____
	If so, what? _____		
	_____		
2.	Why did you choose the occupational area in which you are currently enrolled?		
	a. Influenced by counselor	____	____
	b. Influenced by parents	____	____
	c. Influenced by other students	____	____
	d. Influenced by vocational instructor	____	____
	e. Influenced by other instructor	____	____
	f. Influenced by someone else (list) _____	____	____
	_____		
3.	Do you feel the school should provide more job placement services?	____	____

APPENDIX Q

OKLAHOMA CITY PUBLIC SCHOOL SYSTEM
CAREER EDUCATION PROGRAM ADVISORY COUNCIL

Bill Blood
Personnel Supervisor
Lee Way Motor Freight
300 W. Reno

236-3001

Dr. Sizemore Bowlan, Director
Department of Vocational, Technical & Continuing Education
Oklahoma City Public Schools
900 N. Klein

232-0581, Ext. 341-8-9

Miss Allen Chitwood
Assistant Vice President
Liberty National Bank
100 Broadway

231-6000

Tom DeSpain, Coordinator
Career Education Program
900 N. Klein

232-0581, Ext. 341-8,9

Wesley Driggs, Director
Adult Education Institute
Oklahoma City Public Schools
900 N. Klein

232-0581

Mrs. Gwen Dukes
Parent

Sara Ernest
Occupational Information Specialist
Career Education Program
900 N. Klein

232-0581, Ext. 356

Reverend Dale Gregoriew
Our Lord's Lutheran Church
2300 W. Hefner Road

751-1531

Jane Hamersley, Junior
John Marshall High School
9017 N. University

848-6871

Clyde Hamm, Chief
Community Employment Development Division
Okla. Employment Securities Commission
Will Rogers Memorial Office Building

521-3761

Jim Hill
Education Relations Representative
Department 732
Western Electric Company
7725 W. Reno Avenue

781-3011

Cal H. Holloway
TAP Office Liaison Specialist
Career Education Program
900 N. Klein

232-0581, Ext. 382,3,4

Gary L. Hornish
Occupational Information Specialist
Career Education Program
900 N. Klein

232-0581, Ext. 356

Clyde Joplin
Director of Administration
Altec Corporation
9500 W. Reno Avenue

354-5311

Gerald Kidd,
Associate Professor
University of Oklahoma
Norman, Oklahoma

Marilyn Leonard
Women & Children's Representative
State Department of Labor

Mrs. Karen Leveridge
Past President, PTSA Council
7112 S. Villa

685-1271

W. A. Markum
Teacher
Polk Fifth Year Center
3806 N. Prospect

427-2900

Dr. Richard Mitchell
Department of Education
Central State University
100 University Drive

341-2980, Ext. 2701

W. V. Payne
Personnel Supervisor
Big Chief Drilling Company
601 N.E. 63rd

843-5721

Bobby D. Parker
Industrial Engineer-New Products
Engineering Department, Bldg. 1
Honeywell, Inc.
4000 N.W. 39th

946-5421

LaDell Peterson, Counselor
Foster Estes Area Vo-Tech

Britton Radcliff
Assistant Business Agent
Iron Workers Local Unit #48
617 S.W. 29th

632-6154

Jerry Rippetoe
Director of Middle Schools
Oklahoma City Public Schools
900 N. Klein

232-0581, Ext. 473-4

Oneda Sawyer
Manpower Representative
AFL-CIO

Bob Simmons
Civilian Personnel
D.P.C.S.E.
Tinker Air Force Base

732-7321, Ext. 3271

Bob Storie, Principal
Polk Fifth Year Center
3806 N. Prospect

427-2900

Mrs. Nelda Tebow
Coordination Curriculum
Implementation
Dept. of Curriculum Services
Oklahoma City Public Schools
900 N. Klein

232-0581, Ext. 310-1

Valeria Turnell
Media Coordinator
Oklahoma City Public Schools
900 N. Klein

236-2661, Ext. 285

Murl Venard, Coordinator
Guidance and Counseling
State Department of Education
State Capitol Building

478-2681

Joe Walker
Director of Guidance
Department of Special Services
Oklahoma City Public Schools
900 N. Klein

232-0581, Ext. 261-2

John Zeigler
Coordinator-N.Y.C.
3018 Paseo

521-9891

APPENDIX R

OKLAHOMA CITY PUBLIC SCHOOL SYSTEM
PLACEMENT AND TRAINING ADVISORY COMMITTEE

Karen Leveridge, Chairman
Parent
2425 N.W. 119th
Oklahoma City-73120
Res. 751-6257

Valeria Turnell
Media Coordinator
Oklahoma City Public Schools
900 N. Klein
Oklahoma City-73106
Ofs. 236-2661, Ext. 285

John Zeigler, Jr.
Director-H.R.D.
3018 Paseo
Oklahoma City-73103
Ofs. 521-9891, Ext. 2

Britton Radcliff,
Assistant Business Agent
Iron Workers Local Union #48
617 S.W. 29th
Oklahoma City-73109
Ofs. 632-6154

Paul Warner, Manager
Manpower Development
National Alliance of Businessmen
621 N. Robinson, Room 500
Oklahoma City-73102
Ofs. 525-8525

W. V. Payne, Personnel Supervisor
Vice Chairman
Big Chief Drilling Company
601 N.E. 63rd
Oklahoma City-73114
Ofs. 521-3761

Clyde Hamm, Chief
Community Employment Development
Division
Oklahoma Employment Securities
Commission
Will Rogers Memorial Office Bldg.
Oklahoma City-73102
Ofs. 521-3761

Wesley Driggs
Director of Adult Education
715 N. Walker
Oklahoma City-73102
Ofs. 232-5273, Ext. 9

Jack Byler, Corporate Secretary
Oklahoma City Chamber of Commerce
1 Sante Fe Plaza
Oklahoma City-73102
Ofs. 232-6381

Gearldine Downey
Parent
805 N.E. 33rd
Oklahoma City-73104
Res. 427-3176

APPENDIX S

RETURN TO: CAREER INFORMATION AND PLACEMENT CENTER
Oklahoma City Public Schools
715 N. Walker Room A-101
Oklahoma City, Oklahoma 73102
236-2661, Ext. 252

JOB INFORMATION SHEET

Please Check Appropriate Statements:

_____ WILL NOT HIRE YOUTH

_____ WILL HIRE YOUTH (16-21)

_____ PART-TIME

_____ FULL-TIME

_____ I WOULD LIKE MORE INFORMATION ABOUT THIS PROGRAM

NAME: _____

TELEPHONE: _____

TITLE: _____

ADDRESS: _____

COMPANY: _____

COMMENTS: _____

APPENDIX T

OKLAHOMA CITY PUBLIC SCHOOLS

Career Information & Placement Center
715 N. Walker, Rm. A-101
Cal H. Holloway
236-266[illegible], Ext. 252

JOB ORDER SHEET

When you have a job opening please complete the form below.

(1) Mail To: Career Information & Placement Center

(2) Or Call: Cal H. Holloway, Placement Counselor

HOW MANY?	JOB TITLE	EMPLOYER (Name, Address, Phone)
JOB OPENING DATE	SALARY RANGE	
		CONTACT:
REQUIREMENTS AND QUALIFICATIONS		PHONE:
		FOR CENTER USE ONLY

Full-time_____ Part-time_____

Travel___Yes ___No: Union___Yes ___No

Experience:___Necessary___Preferred
___Not Necessary

O-J-T Training___Yes ___No

Hours_____

Do you prefer the applicant contact you by: ___Mail ___Phone
___In Person

* IF JOB DESCRIPTION IS AVAILABLE - PLEASE INCLUDE.

ASSESSMENT OF THE CAREER EDUCATION PROJECT

Department of Research and Statistics

Oklahoma City Public Schools

N= 94
RAW SCORES AND PERCENTAGES INDICATED

APPENDIX U

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

ASSESSMENT OF THE CAREER EDUCATION PROJECT
(5th Year Teachers Form)

The following questions are to be answered as they relate to the implementation and teaching of the Career Education Program. Please answer each question as objectively as possible.

1. Did you participate in Career Education activities during the 1973-74 school year?
   Yes 82 (87.23%) No 12 (12.76%)
2. Have you had contact with a representative of the Career Education Program this year for purposes of explaining the objectives and activities relating to the Career Education Program?
   Yes 75 (79.78%) No 19 (20.21%)
   If your response is "yes," please check the appropriate space(s) indicating how the contact was made.
   In-service 59 Staff meeting 11 Mail 14 Telephone 12
   Personal visit 10 NO RESPONSE 18.
3. How knowledgeable do you feel in the use of the Career Education Program philosophies?
   13 Very knowledgeable (13.83%) 35 Somewhat knowledgeable (37.23%)
   45 Knowledgeable (47.87%) 0 Little or no knowledge
   1 NO RESPONSE (1.06%)
4. How effective has the Career Education staff been in acquainting you with the Career Education Program philosophies?
   27 Very effective (29.78%) 2 Very ineffective (4.25%)
   41 Somewhat effective (64.89%) 4 Somewhat ineffective (2.12%)
5. Which of the following activities did you participate in during the 1974-75 school year? (Please check the appropriate space provided. NA is to designate Not Aware of activity.)

	Yes	No	NA	NR
In-service training sessions related to general philosophies of the Career Education Program?	67 (70.52%)	18 (18.94%)	6 (6.31)	4 (4.21%)
The Career Education Program?	83 (87.36%)	4 (4.21%)	5 (5.26)	3 (3.15%)
The development of student objectives for the T.V. curriculum guide?	32 (33.68%)	38 (40%)	21 (22.1)	4 (4.21%)
The use of occupational guest speakers?	62 (65.26%)	23 (24.47%)	2 (2.10)	3 (3.15%)

	Yes	No	NA	NR
The use of student performance objectives related to career speakers?	43 45.74%	33 35.11	8 8.51	10 10.64%
Cooperative planning with other teachers related to Career Education?	68 72.34%	15 15.96	2 2.13	9 9.57%
Cooperative planning with guidance counselors related to Career Education?	14 14.89%	63 67.02	5 5.32	12 12.77%
The use of Career Education tours?	38 40.43%	43 45.74	3 3.19	10 10.64%
The use of student performance objectives related to Career Education tours?	27 28.72%	46 48.94	8 8.51	13 13.83%
The development of occupational suitcases?	26 27.66%	53 56.38	2 2.13	13 13.83%
The use of occupational suitcases?	34 36.17%	47 50.0	1 1.06	12 12.77%
The use of "workbenches and tools?"	24 25.53%	54 57.45	5 5.32	11 11.70%
In-servicing in the integration of the Career T.V. programs into the overall Career Education Program?	41 43.62%	37 39.36	4 4.26	12 12.77%
Viewing of the T.V. broadcast "Bread and Butterflies?"	85 90.43%	4 4.26	2 2.13	3 3.19%
Viewing of the T.V. broadcast "Kaleidoscope?"	42 44.68%	39 41.49	6 6.38	7 7.45%

6. Which of the following items have you received from the Career Education staff for the 1974-75 school year? (Please check the appropriate blank spaces.)

87 Awareness experience booklet containing information about career speakers
92.55% and Career Education related tours?

60 Materials related to Career Education tours for pre-trip and follow-up
63.83 activities?

38 Student performance objectives related to Career Education tours?
40.43

61 Student performance objectives related to the Career Education T.V.
64.89 broadcast?

64 Information concerning occupational suitcases?
68.09

89 Curriculum guide for the T.V. series "Bread and Butterflies?"
94.68

49 Curriculum guide for the T.V. series "Kaleidoscope?"
52.13

75 Information concerning broadcast times for the Career Education T.V.
79.79 series prior to implementation?

27 Workbenches and/or tools?
28.72%

7. Did you receive the materials related to the T.V. broadcasts prior to the broadcasts?
   Yes 86 / 91.49% No 5 / 5.32 NR 3 / 3.19

8. How many of the Career Education T.V. broadcasts has your class viewed?
   20 0-15 21.28% 22 11-15 23.40
   18 6-10 19.49 33 16-20 35.10
   1 NR 1.06

9. Did your students seem to be interested in and attentive to the Career Education T.V. broadcasts?
   Yes 82 / 87.23% No 9 / 9.57 NR 3 / 3.19

10. Did you find the Career Education T.V. broadcasts to be of sufficient educational value to utilize in class activities?
    Yes 79 / 84.04% No 12 / 12.77 NR 3 / 3.19

11. Did the Career Education T.V. broadcasts provide a point of departure for class discussion?
    Yes 83 / 88.29% No 7 / 7.45 NR 4 / 4.26

12. How effective are the following components in achieving the objectives of the Career Education Program?

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
In-service in Career Education objectives	19 / 20.21%	59 / 62.77	8 / 8.51	0 / 0	8 / 8.51
In-service in the use of T.V. broadcast	19 / 20.21%	49 / 52.13	8 / 8.51	3 / 3.19	15 / 15.96
Career speakers	48 / 51.06%	26 / 27.66	0 / 0	0 / 0	20 / 21.28
Career Education tours	43 / 45.74%	19 / 20.21	3 / 3.19	0 / 0	29 / 30.85
T.V. broadcast "Bread and Butterflies"	62 / 65.96%	24 / 25.53	4 / 4.26	0 / 0	4 / 4.26
T.V. broadcast "Kaleidoscope"	17 / 18.09%	28 / 29.79	7 / 7.44	0 / 0	42 / 44.68
Curriculum guides with student performance objectives and follow-up activities	35 / 37.23%	44 / 46.81	2 / 2.13	0 / 0	13 / 13.83
Workbenches and tools	16 / 17.02%	15 / 15.96	2 / 2.13	1 / 1.06	60 / 63.83

13. In the space provided, please write the titles of those activities which you found to be the most beneficial and least beneficial in the increasing development of career awareness within your students.

	Most Beneficial	Least Beneficial
Career speakers	DISC JOCKEY WEATHERMAN LEEWAY MOTOR EXPRESS CO. MAYOR RESTAURANT MGT.	AIRLINE REPRESENTATIVE CARPENTER MAKE-UP ARTIST UPHOLSTER

	Most Beneficial	Least Beneficial
Career Education tours	CAPITOL SAFEWAY MILK	OKLAHOMA NATURAL SAFEWAY ICE CREAM
Occupational suitcases	TRANSPORTATION ECOLOGY	HEALTH
T.V. broadcast	BREAD AND BUTTERFLIES	LOCAL BROADCASTS

14. What percentage of your students have participated in at least one field trip?

42	0-20%	44.68%
1	21-40%	1.06
1	41-60%	1.06
1	61-80%	1.06
36	81-100%	38.29
13	NR	13.83

15. How many career speakers have you used this year? 2 AVERAGE

16. Have you made an effort to incorporate the Career Education philosophy into other areas of your school curricula?

Yes 62 (65.96%) No 23 (24.47) NR 9 (9.57)

If your response is "Yes," please indicate those areas.

17. How effective is the Career Education Program in providing the following:

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
Greater student appreciation for the dignity of all productive work	29 (30.85%)	51 (54.26)	6 (6.38)	1 (1.06)	7 (7.45)
An increase in self-awareness for each student	25 (26.60%)	52 (55.32)	9 (9.57)	1 (1.06)	7 (7.45)
A more positive self-concept for each student	18 (19.15%)	56 (59.47)	13 (13.83)	1 (1.06)	6 (6.38)
Student awareness of career decision-making skills	26 (27.66%)	48 (51.06)	11 (11.70)	2 (2.13)	7 (7.45)
A realistic meeting of the philosophy and objectives of your school	12 (12.77%)	58 (61.70)	12 (12.77)	1 (1.06)	11 (11.70)

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
Instruction relating to individual student interest, aptitudes, and abilities to career awareness	25 26.60%	51 54.26	9 9.57	1 1.06	8 8.51
Student awareness of opportunities in the world of work	48 51.06%	34 36.17	4 4.26	0 0	8 8.51
Student self-awareness in relation to attitudes toward work	29 30.85%	44 46.81	11 11.70	1 1.06	9 9.57
Increased student interest in school	13 13.83%	50 53.19	18 19.15	5 5.32	8 8.51

18. How often do you use the following teaching techniques to provide students with meaningful Career Awareness within the Career Education Program?

		Always	Usually	Frequently	Never	NR
Lecture	6.38%	6	14	49	17	8
Student reports	3.19	3	23	44	14	10
Skits	1.06	1	13	37	29	14
Occupational games	6.38	6	23	32	18	15
Bulletin board activities	5.32	5	21	32	21	15
Window displays	2.13	2	13	15	46	18
Discussions	30.85	29	34	20	4	7
Question and answer	19.15	18	35	27	5	9
Contracts	3.19	3	7	18	46	20
Learning packets	5.32	5	4	27	37	21
Simulation	1.06	1	13	32	26	22
Other	1.06	1	7	17	15	56

19. Do you feel that your students have developed new career interest this year from participation in the Career Education Program?

Yes 50 (53.19%) No 7 (7.45) Don't know 27 (28.72) NR 10 (10.64)

20. In planning for next year's Career Education Program, I need to know more about the following:

PROGRAM GAVE ADEQUATE INFORMATION
MATERIALS TO BE AVAILABLE
TOURS AVAILABLE
MORE SUITCASES
TV SCHEDULE
TOOLS AND WORKBENCHES
KALEIDOSCOPE
SPEAKERS AVAILABLE
CORRELATION BETWEEN CAREERS AND OTHER AREAS
ENTIRE PROGRAM
MORE TIME

21. Please specify the nature of any in-service training which you feel would help you to be more effective with career awareness activities in your classroom.

AWARENESS WORKSHOP
CAREER SUITCASES
TEACHER DEVISED ACTIVITIES
COMPILE ALL GUIDES
MORE PAMPHLETS
IN-SERVICE NOT NECESSARY
SPEAKERS AVAILABLE

22. In your opinion, what are the most desirable features of the 1974-75 Career Education Program?

BREAD AND BUTTERFLIES
SUITCASES
FOLLOW-UP ACTIVITIES
GUIDES TO PROGRAMS
CHILDREN ARE AWARE OF CAREERS
FIELD TRIPS
TV PROGRAMS
SPEAKERS
WORKBENCHES AND TOOLS

23. What recommendations do you have to improve the quality of the Career Education Program?

NEED TIME
CONTINUE SAME LEVEL OF PROGRAM
MORE PROGRAMS FROM NATIONAL EDUCATION CHANNEL
IMPROVE DIALOGUE OR PROGRAMS
FULL TIME MEDIA AIDE
OVER FIFTH GRADERS HEARS
FOLLOW-UP FOR TEACHERS
MORE PERSONAL INTERVIEWS
BETTER COMMUNICATION
MORE TOURS
TEXTBOOKS
INFORM STUDENTS, DON'T AMUSE THEM

24. Has a representative of the Career Education Program visited your classroom this year?

Yes 24 (25.53%) No 66 (70.21) NR 4 (4.26)

If your response is "Yes," please indicate the number of visits. 1 AVERAGE

25. How much time each week are the students in your class involved in Career Awareness experiences?

1 HOUR - 22 RESPONSES
1½ HRS - 6 RESPONSES
45 MIN. - 11 RESPONSES
2 HRS - 1 RESPONSE
30 MIN. - 10 RESPONSES
NEVER - 1 RESPONSE

N = 11
RAW SCORES AND PERCENTAGES INDICATED

School Number_____

APPENDIX V

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

ASSESSMENT OF THE CAREER EDUCATION PROJECT
(5th Year Principals Form)

1. Were you contacted about the Career Education Program at the beginning of this school year?
   Yes 11 (100%) No 0 (0)

2. How effectively have the objectives of the Career Education Program been explained to you?
   7 (63.6%) Very effectively
   3 (27.3) Effectively
   1 (9.0) Somewhat effectively
   0 Uneffectively
   0 Not at all

3. How knowledgeable do you feel about the philosophy of the Career Education Program?
   4 (36.4%) Very knowledgeable
   5 (54.6) Knowledgeable
   2 (18.2) Somewhat knowledgeable
   0 Little or no knowledge

4. How effective is the Career Education Program within your building?
   3 (27.3%) Very effective
   7 (63.6) Somewhat effective
   1 (9.0) Somewhat ineffective
   0 Very ineffective

5. Has a representative of the Career Education Program attended one of your staff meetings this year to explain the purposes of the Career Education Program?
   Yes 9 (81.8%) No 2 (18.2) Not Aware 0 (0)

6. Did your staff participate in the Career Education Program during 1973-74?
   Yes 11 (100%) No 0 (0) Not Aware 0 (0)

7. Is your school implementing the Career Education Program for the first time during the 1974-75 school year?
   Yes 0 (0) No 11 (100) Not Aware 0 (0)

8. Have you participated in any in-service training sessions related to the Career Education Program?
   Yes 10 (90.9%) No 1 (9.1)
   If your response is "Yes," please indicate when.
   1973-74 -- 3 NR -- 2
   1974-75 -- 5

9. Have any of your staff members participated in in-service training sessions related to the Career Education Program?
   Yes 9 (81.8%) No 1 (9.1) Not Aware 1 (9.1)

10. Have representatives of the Career Education Program made visitations to your building's Career Education Program?
Yes 10 (90.9%) No 0 (9.1) Not Aware 1 (0)

11. Have any staff members helped in the development of the Career Education curriculum?
Yes 7 (63.6%) No 1 (9.1) Not Aware 3 (27.3)

12. Has any staff member helped in the development of educational materials for distribution by the Career Education staff?
Yes 6 (54.54%) No 0 (0) Not Aware 4 (36.36) NR 1 (9.09)

13. Do you promote field trips to industry within the Oklahoma City area?
Yes 11 (100%) No 0 (0)

14. Have members of your staff taken students on field trips related to the Career Education Program?
Yes 11 (100%) No 0 (0)
If your response is "Yes," please indicate the number of career related trips taken. 6-0-4-1-1-1-3-3

15. Do you encourage the presence of guest speakers within your building?
Yes 11 (100%) No 0 (0)

16. Have members of your staff sought permission to have career speakers talk to students?
Yes 11 (100%) No 0 (0)
If your response is "Yes," please indicate the number of career speakers who have talked to your students. 5(10-12) 2-5-3-3-3-4-2

17. In your opinion, how involved are your staff members in the implementation of the Career Education Program?
4 (36.36%) Very involved
7 (63.63) Somewhat involved
0 (0) Somewhat uninvolved
0 (0) Not involved

18. In your opinion, is the Career Education Program of sufficient educational value to take time from other class activities?
Yes 11 (100%) No 0 (0)

19. In your opinion, what are the best features of the 1974-75 Career Education Program?

MATERIALS
FIELD TRIPS
SPEAKERS
FILMS
TEACHERS GUIDE
TV PROGRAMS
SUITCASES

20. What recommendations do you have to improve the quality of the Career Education Program?

STAFF NEEDS TO BE MORE INFORMED
SCHEDULE CHANGES MADE FOR LESS CONFLICTS
MORE ACTIVITIES
LACK OF TIME

21. What is your personal philosophy for your involvement as a principal in the Career Education Program?

HELPS GIVE STUDENTS A BROADER SCOPE OF ECONOMY AND SOCIETY

SUPPORT PROGRAM

PRINCIPAL HELPS TO IMPROVE CAREER EDUCATION
PRINCIPAL SERVES AS FACILITATOR

N = 12 (RS)

APPENDIX W

RAW SCORES AND PERCENTAGES INDICATED

School Number_____

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

ASSESSMENT OF THE CAREER EDUCATION PROJECT
(Middle School Teachers Form)

To fulfill the U. S. Office of Education guidelines for exemplary program funding, the Research Department is conducting an evaluation of the Career Education Project. Information gained from this second year evaluation will assist in the improvement of the Career Education Program for 1975-76.

The following questions are to be answered as they relate to the implementation and teaching of Career Education in your classes. Please answer questions as objectively as possible. Return the completed forms to Bob Alyea or Maxie Martin, Research Department, Oklahoma City Public Schools, on or before April 25, 1975.

1. Did you incorporate Career Education activities or teachings into your classes during the 1973-74 school year?
   Yes 10 (83.3%) No 2 (16.6)
2. Has a representative of the Career Education Program contacted you this year for purposes of explaining the objectives and activities relating to the Career Education Program?
   Yes 7 (58.3%) No 5 (41.7)
   If your response is "Yes," please check the appropriate space(s) indicating how the contact was made.
   - 3 In-service
   - 5 Mail
   - 5 Personal visit
   - 3 Staff meeting
   - 2 Telephone

3. How knowledgeable do you feel in the use of Career Education philosophies?
   - 2 Very knowledgeable 16.6%
   - 3 Knowledgeable 25
   - 7 Somewhat knowledgeable 58.3
   - 0 Little or no knowledge 0

4. Which of the following activities did you participate in during the 1974-75 school year? (Please check the appropriate space provided. NA is to designate Not Aware of activity.)

	Yes	No	NA	NR
In-service training sessions introducing participants to general philosophies of Career Education.	3 (25%)	6 (50)	3 (25)	0 (0)
In-service training sessions (with Central Office Staff), related to Career Education.	5 (41.7%)	5 (41.7)	2 (16.6)	0 (0)

4. (con't)

	Yes	No	NA	NR
Career Education activities or teachings in your class.	11 / 91.7%	1 / 8.3	0 / 0	0 / 0
The use of student performance objectives (related to Career Education).	8 / 66.7%	4 / 33.3	0 / 0	0 / 0
Cooperative planning with other teachers related to Career Education?	3 / 25%	8 / 66.7	1 / 8.3	0 / 0

5. Have you received materials related to Career Education from a consultant and/or Career Education personnel, prior to the beginning of this school year?
Yes 7 / 58.3% No 5 / 41.6

6. Did you find the Career Education activities to be of sufficient educational value to incorporate into other class activities?
Yes 10 / 83.3% No 2 / 25

7. How effective are the following components in achieving the objectives of Career Education?

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
In-service in Career Education objectives	5 / 41.6%	6 / 50%	0 / 0	0	1 / 8.3
Curriculum guides	4 / 33.3	7 / 58.3	1 / 8.3	0	0 / 0
Student performance objectives	2 / 16.7	7 / 58.3	2 / 16.7	0	1 / 8.3
Career filmstrips	5 / 41.6	6 / 50	0 / 0	0	1 / 8.3
"Hands on" activities	6 / 50	5 / 41.6	0 / 0	0	1 / 8.3
Field trips	3 / 25	6 / 50	1 / 8.3	0	2 / 16.7
Guest speakers	3 / 25	4 / 33.3	1 / 8.3	0	4 / 33.3
Career T. V. Programs	1 / 8.3	6 / 50	1 / 8.3	0	4 / 33.3

8. How effectively does Career Education provide the following?

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
An increase in self-awareness for each student	2 / 16.7%	9 / 75%	1 / 8.3%	0	0
A guidance and conseling emphasis in career awareness	2 / 16.7	8 / 66.7	1 / 8.3	0	1 / 8.3

8. (con't)

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
Awareness of career decision-making skills by student	3 / 25%	8 / 66.7	1 / 8.3	0	0
A realistic meeting of the philosophy and objectives of your school	1 / 8.3	9 / 75	1 / 8.3	0	1 / 8.3
Instruction relating to individual student interests, aptitudes, and abilities to career awareness	4 / 33.3	7 / 58.3	1 / 8.3	0	0
Student awareness of opportunities in the world of work	7 / 58.3	4 / 33.3	1 / 8.3	0	0
Student self-awareness in relation to attitudes toward work	3 / 33.3	8 / 66.7	1 / 8.3	0	0
Increased student performance in class/school	1 / 8.3	7 / 58.3	4 / 33.3	0	0
Increased student interst in class/school	1 / 8.3	5 / 41.6	6 / 50	0	0

9. How often do you use the following teaching techniques to provide students with meaningful occupational orientation?

	Always	Usually	Frequently	Never	NR
Lecture	8.3% 1	50 6	33.3 4	8.3 1	0
Student reports	8.3 1	25 3	50 6	16.6 2	0
Occupational games	0	41.6 5	16.6 2	41.6 5	0
Bulletin board activities	0	25 3	50 6	16.6 2	0
Discussions	8.3 1	75 9	8.3 1	8.3 1	0
Contracts	0	1	8.3 1	75 4	1 / 8.3
Learning packets	0	3	16.6 2	58.3 7	0
Simulations	0	4	25 3	41.6 5	0
Other	0	5	8.3 1	8.3 1	5 / 41.6

10. Please check the course(s) you are currently teaching which use Career Education concepts as an intergal part of the curriculum.

In the space provided, please record the total student enrollment for 1974-75

Total Student Enrollment 1974-75	Programs
370	Metal, Wood, Communications, Electricity, and Plastics
60	Career Orientation through Business Education
416	Home Economics, Career Exploration, A Look, A Job, A Future
80	Introduction to Business
100	World of Construction
24	World of Manufacturing
145	Hospitality and Foods
145	Child Care

11. How much help have you received from Central Office staff personnel in Career Education?

1 No help 8.3%
0 Little help
4 Some help 33.3
6 Much help 50%
1 Haven't needed help 8.3

12. Have you participat-d in the development of Career Education Curriculum materials for distribution by Central Office staff personnel?

Yes 6 (50%) No 5 (41.6) NR 1 (8.3)

13. Have you developed Career Education activities to incorporate into your curriculum?

Yes 8 (66.7) No 4 (33.3)

14. Are mini-courses in Business-Office Education being used by students during scheduled "interest area" periods?

Yes 1 (8.3%) No 1 (8.3) Not Aware 9 (75) NR 1 (8.3)

If your response is "Yes," please indicate the number of students participating in the use of mini-courses._____

15. Do you feel that your students have developed new career interests this year from participating in the Career Education activities?

Yes 5 (41.6%) No 0 Don't Know 7 (58.3)

16. In planning for next year's classes, I need to know more about the following (concerning Career Education):

More and better audio visual materials
Lists of available speakers
Methods of motivating students in Career Educ.
Lists of possible field trips

17. Please specify the nature of any in-service training which you feel would help you to be more effective in incorporating Career Education into your classroom.

Refresher course in information concerning Career Ed.
& sharing time with all Middle School Home Economics Teachers
Projects involving technical instructional materials

18. In your opinion, what are the best features of the Career Education activities you have observed (or experienced) this school year?

Student organization of mini businesses
Student awareness of diversity of available careers
Student awareness of the real responsibilities of different occupations
World of manufacturing
Activities in which students have an opportunity to produce something

APPENDIX X N=8 (RS) School Number_____

RAW SCORES AND PERCENTAGES INDICATED

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

ASSESSMENT OF THE CAREER EDUCATION PROJECT
(Middle School Principals Form)

To fulfill the U. S. Office of Education guidelines for exemplary program funding, the Research Department is conducting an evaluation of the Career Education Project. Information gained from this second year evaluation will assist in the improvement of the Career Education Program for 1975-76.

The following questions are to be answered as they relate to the implementation and teaching of Career Education in your building. Please answer questions as objectively as possible. Return the completed forms to Bob Alyea or Maxie Martin, Research Department, Oklahoma City Public Schools, on or before April 25, 1975.

1. Were you contacted by any Central Office personnel concerning the Career Education Program during the first semester of this school year?
   Yes 6 (75%) No 2 (25%)
2. How effectively have the objectives of the Career Education Exploration Program been explained to you?
   1 Very effectively 12.5%
   2 Effectively 25
   4 Somewhat effectively 50
   0 Ineffectively
   1 Not at all 12.5
3. How knowledgeable do you feel about the philosophies of the Career Education Exploration Program?
   0 Very knowledgeable
   4 Knowledgeable 50%
   3 Somewhat knowledgeable 37.5
   1 Little or no knowledge 12.5
4. How effective is the Career Education Exploration Program within your building at meeting its objectives?
   0 Very effective
   5 Somewhat effective 62.5%
   1 Somewhat ineffective 12.5
   1 Very ineffective 12.5
   1 Non-operational 12.5
5. Has a representative of the Career Education Program attended one of your staff meetings this year to explain the purposes of the Career Education Exploration Program?
   Yes 2 (25%) No 6 (75) Not Aware 0
6. Did your staff participate in the Career Education Exploration Program during 1973-74?
   Yes 1 (12.5%) No 5 (62.5) Not Aware 2 (25)
7. Is your school implementing the Career Education Exploration Program for the first time during the 1974-75 school year?
   Yes 3 (37.5%) No 4 (50) Not Aware 1 (12.5)

8. Have you participated in any in-service training sessions related to the Career Education Program?
   Yes 1 (12.5%) No 7 (87.5)
   If "Yes," please indicate when. 73-74

9. Have any of your staff members participated in in-service training sessions related to Career Education?
   Yes 5 (62.5) No 1 (12.5) Not Aware 2 (25)

10. Have representatives of the Oklahoma City Career Education Program made visitations to your building?
    Yes 4 (50) No 3 (37.5) Not Aware 1 (12.5)

11. Has any staff member helped in the development of educational materials for distribution by the Career Education staff?
    Yes 4 (50) No 2 (25) Not Aware 2 (25)

12. In your opinion, how involved are your staff members in the implementation of Career Education activities?
    2 Very involved 25%
    4 Somewhat involved 50
    0 Somewhat uninvolved
    2 Not involved 25%

13. Please check (√) in the appropriate space(s) indicating the date the following Career Education Programs became operational within your building.

Beginning School Year		Non-Operational	Exploration Programs
1973-74	1974-75		
2			Metal, Wood, Communications, Electricity, and Plastics
1	2		Career Orientation through Business Education
	2		Home Economics, Career Exploration, A Look, A Job, A Future
			Introduction to Business
3	3		World of Construction
1	1		World of Manufacturing
	3		Hospitality and Foods
	0 0		Child Care

14. What has been the total student enrollment this year in the following Exploration Programs?

Number of Students Enrolled	Exploration Programs
1,227	Metal, Wood, Communications, Electricity, and Plastics
470	Career Orientation through Business Education
350	Home Economics, Career Exploration, A Look, A Job, A Future
0	Introduction to Business
588	World of Construction
105	World of Manufacturing
520	Hospitality and Food
	Child Care
3,260	TOTAL more from one or ...(?)

15. In your opinion, what are the best features of the 1974-75 Career Education Program?

High interest materials
Functional approach
Opportunity for creativity
Students learn a career
Students learn related disciplines easier

16. What recommendations do you have to improve the quality of Career Education within the Oklahoma City Public Schools?

Materials' allocation increased
Inservice continuity for teachers

APPENDIX Y

N = 10 (R.S.)

RAW SCORES AND PERCENTAGES INDICATED

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

ASSESSMENT OF THE CAREER EDUCATION PROJECT
(Middle School Counselors Form)

1. Did you participate in Career Education activities during the 1973-74 school year?
   Yes 2 (20%) No 8 (80)

2. Have you had contact with a representative of the Career Education Program this year for purposes of explaining the objectives and activities relating to the Career Education Program?
   Yes 3 (30%) No 7 (70)
   If your response is "Yes," please check the appropriate space(s) indicating how the contact was made.

   ___ In-Service
   1 Personal visit
   1 Telephone
   1 Staff meeting
   ___ ___ Mail

3. How knowledgeable do you feel in the use of the Career Education philosophies?
   1 Very knowledgeable (10%)
   1 Knowledgeable (10)
   5 Somewhat knowledgeable (50%)
   3 Little or no knowledge (30)

4. Place a check by those activities for which you have received in-service training from the Career Education staff:

   ___ Use of placement records
   1 Designing job surveys
   1 Techniques for interviewing employers
   1 Assessment of student qualifications for specific occupations
   1 Identification of state and local placement services
   ___ Roles of state and local placement services
   1 Use of VIEW decks
   3 Use of Career-Related resource materials

5. How effective were the in-service sessions in preparing you to perform the following:

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
Use of placement records	___	1 (10%)	___	___ (0%)	9
Designing job surveys	___	1 (10)	___	___ (0%)	9
Assessment of student qualifications for specific occupations	___	1 (10)	___	___ (0%)	9

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
Identification of state and local placement services	___	1 10%	___	___ 90%	9
Roles of state and local placement services	___	1 10	___	___ 90	9
Use of VIEW decks	___	___	1 10	___ 90	9
Use of Career-Related resource materials	___	2 20	1 10	___ 90	9

6. Does your school have a placement and follow-up office operated by a school counselor?
Yes 0 No 8 80% NR 2 20%

If your response is "Yes," approximately how many students are being serviced each semester?_____

7. Have you worked with classroom teachers on developmental guidance activities to strengthen the Career Awareness Program?
Yes 2 20% No 6 60 NR 2 20

8. Have you found the Career Education activities to be of sufficient educational value to incorporate them into regular classroom activities?
Yes 2 20% No 2 20 NR 6 60

9. Do you feel that your students have developed new career interest this year from participation in the Career Education Program?
Yes 1 10% No 1 10 Don't Know 5 50 NR 3 30

10. In your opinion, how effective is the Career Education Program in providing the following:

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
An increase in self-awareness for each student	0	3 30%	0	0 70%	7
A more positive self-concept for each student	0	3 30	0	0 70	7
Student awareness of career decision-making skills	1 10	2 20	0	0 70	7
Increased student interest in school	0	2 20	1 10	0 70	7
Student awareness of opportunities in the world of work	1 10	1 10	1 10	0 70	7
Student self-awareness in relation to attitudes toward work	0	2 20	1 10	0 70	7

11. In your opinion, what are the best features of the Career Education Program?

It increases self-understanding
student awareness of opportunities in the world of work.

12. In your opinion, how could the Career Education Program be improved?

More and better planned inservices
Development of guides
More direct contact with businesses and industries
Provide greater range of free materials and services to the schools

APPENDIX Z

N = 6 (RS)

RAW SCORES AND PERCENTAGES INDICATED

School Number ____

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

ASSESSMENT OF THE CAREER EDUCATION PROJECT
(High School Teachers Form)

To fulfill the U. S. Office of Education guidelines for exemplary program funding, the Research Department is conducting an evaluation of the Career Education Project. Information gained from this second year evaluation will assist in the improvement of the Career Education Program for 1975-76.

The following questions are to be answered as they relate to the implementation and teaching of Career Education in your classes. Please answer questions as objectively as possible. Return the completed forms to Bob Alyea or Maxie Martin, Research Department, Oklahoma City Public Schools, on or before April 25, 1975.

1. Did you incorporate Career Education activities or teachings into your classes during the 1973-74 school year?
   Yes 6 (100%) No 0

2. Has a representative of the Career Education Program contacted you this year for purposes of explaining the objectives and activities relating to the Career Education Program?
   Yes 3 (50) No 3 (50)
   If your response is "Yes," please check the appropriate space(s) indicating how the contact was made.
   - 0 In-service
   - 0 Staff meeting
   - 2 Mail
   - 2 Telephone
   - 3 Personal visit

3. How knowledgeable do you feel in the use of Career Education philosophies?
   - 1 Very knowledgeable 16.6%
   - 2 Somewhat knowledgeable 33.3
   - 3 Knowledgeable 50
   - 0 Little or no knowledge

4. Which of the following activities did you participate in during the 1974-75 school year? (Please check the appropriate space provided. NA is to designate Not Aware of activity.)

	Yes	No	NA
In-service training sessions introducing participants to general philosophies of Career Education.	16.6% 1	33.3 2	50 3
In-service training sessions (with Central Office Staff), related to Career Education.	33.3 2	16.6 1	50 3

4. (con't)

	Yes	No	NA	NR
Career Education activities or teachings in your class.	83.3% 5	0	16.6 1	0
The use of student performance objectives (related to Career Education).	50 3	0	33.3 2	16.6 1
Cooperative planning with other teachers related to Career Education?	66.6 4	16.6 1	16.6 1	0

5. Have you received materials related to Career Education from a consultant and/or Career Education personnel, prior to the beginning of this school year?
Yes 3 / 50% No 3 / 50

6. Did you find the Career Education activities to be of sufficient educational value to incorporate into other class activities?
Yes 4 / 66.6% No 1 / 16.6 NR 1 / 16.6

7. How effective are the following components in achieving the objectives of Career Education?

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
In-service in Career Education objectives	16.6% 1	33.3 2	0	0	50% 3
Curriculum guides	50 3	33.3 2	0	0	16.6 1
Student performance objectives	33.3 2	16.6 1	0	0	50 3
Career filmstrips	83.3 5	0	0	0	16.6 1
"Hands on" activities	66.6 4	0	0	0	33.3 2
Field trips	50 3	16.6 1	0	0	33.3 2
Guest speakers	50 3	16.6 1	0	0	33.3 2
Career T. V. Programs	50 3	0	0	0	50 3

8. How effective is the Career Education Program in providing the following?

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
An increase in self-awareness for each student	3 / 50%	2 / 33.3	0	0	1 / 16.6
A guidance and conseling emphasis in career awareness	3 / 50	2 / 33.3	0	0	1 / 16.6

8. (con't)	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
Awareness of career decision-making skills by student	3 / 50%	2 / 33.3	0	0	1 / 16.6
A realistic meeting of the philosophy and objectives of your school	1 / 16.6	3 / 50	0	0	2 / 33.3
Instruction relating to individual student interests, aptitudes, and abilitiesto career awareness	1 / 16.6	3 / 50	1 / 16.6	0	1 / 16.6
Student awareness of opportunities in the world of work	4 / 66.6	1 / 16.6	0	0	1 / 16.6
Student self-awareness in relation to attitudes toward work	2 / 33.3	3 / 50	0	0	1 / 16.6
Increased student performance in class/school	1 / 16.6	4 / 66.6	0	0	1 / 16.6
Increased student interst in class/school	1 / 16.6	4 / 66.6	0	0	1 / 16.6

9. How often do you use the following teaching techniques to provide students with meaningful occupational orientation?

	Always	Usually	Frequently	Never	NR
Lecture	0	2 33.3	3 50	1 16.6	0
Student reports	0	1 16.6	4 66.6	1 16.6	0
Occupational games	0	0	3 50	3 50	0
Bulletin board activities	16.6 1	1 16.6	3 50	1 16.6	0
Discussions	50 3	1 16.6	2 33.3	0	0
Contracts	0	0	1 16.6	4 66.6	1
Learning packets	0	0	3 50	3 50	0
Simulations	0	3 50	1 16.6	1 16.6	1
Other	0	0	4 66.6	0	2

10. Please check the course(s) you are currently teaching which use Career Education concepts as an intergal part of the curriculum.

In the space provided, please record the total student enrollment for 1974-75.

Total Student Enrollment 1974-75	Programs
30	Industrial Power Program
70	Careers in Home Economics
0	Home Construction Program
70	Career Exploration Program
0	Building Construction Cluster
10	Interior Decorating Cluster
0	Cooperative Office Training Program
75	Vocational Business and Office Program

11. How much help have you received from Central Office personnel in Career Education?

1 No help 16.6
0 Little help
2 Some help 33.3
3 Much help 50
0 Haven't needed help

12. Have you participated in the development of Career Education Curriculum materials for distribution by Central Office personnel?

Yes 1 (16.6) No 5 (83.3)

13. Have you developed Career Education activities to incorporate into your curriculum?

Yes 5 (83.3) No 1 (16.6)

14. Are mini-courses in Business-Office Education being used by students during scheduled "interest area" periods?

Yes 1 (16.6) No 0 Not Aware 5 (83.3)

If your response is "Yes," please indicate the number of students participating in the use of mini-courses. _____

15. Do you feel that your students have developed new career interests this year from participating in Career Education activities?

Yes 4 (66.7) No 0 Don't Know 2 (33.3)

16. In planning for next year's classes, I need to know more about the following (concerning Career Education):

Up-to-date speakers list
Information on financial assistance to purchase materials

17. Please specify the nature of any in-service training which you feel would help you to be more effective in incorporating Career Education into your classroom.

Electronics Repair techniques
Home economics

18. In your opinion, what are the best features of the Career Education activities you have observed (or experienced) this school year?

Home Economics Career Educ. Guide
Career World Magazine
Films
Speakers
Group Activities
Mini-Unit on applying for jobs
"Hands on" activities

APPENDIX AA

N = 7 (RS) School Number_____

RAW SCORES AND PERCENTAGES INDICATED

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

ASSESSMENT OF THE CAREER EDUCATION PROJECT
(High School Principals Form)

To fulfill the U. S. Office of Education guidelines for exemplary program funding, the Research Department is conducting an evaluation of the Career Education Project. Information gained from this second year evaluation will assist in the improvement of the Career Education Program for 1975-76.

The following questions are to be answered as they relate to the implementation and teaching of Career Education in your building. Please answer questions as objectively as possible. Return the completed forms to Bob Alyea or Maxie Martin, Research Department, Oklahoma City Public Schools, on or before April 25, 1975.

1. Were you contacted by any Central Office personnel concerning the Career Education Program during the first semester of this school year?
   Yes 2 (28.6) No 4 (57.1) NR 1 (14.3)
2. How effectively have the objectives of the Career Education Program been explained to you?
   0 Very effectively NR 2 28.6
   0 Effectively
   1 Somewhat effectively 14.3
   2 Ineffectively 28.6
   2 Not at all 28.6
3. How knowledgeable do you feel about the philosophies of the Career Education Program?
   0 Very knowledgeable 28.6 2 Somewhat knowledgeable NR 2 28.6
   0 Knowledgeable 42.9 3 Little or no knowledge
4. How effective is the Career Education Program within your building in meeting its objectives?
   14.3 1 Very effective NR 2 28.6
   0 Somewhat effective
   0 Somewhat ineffective
   0 Very ineffective
   57.1 4 Non-operational
5. Has a representative of the Career Education Program attended one of your staff meetings this year to explain the purposes of the Career Education Program?
   Yes 1 (14.3) No 4 (57.1) Not Aware 2 (28.6)
6. Did your staff participate in the Career Education Program during 1973-74?
   Yes 1 (14.3) No 3 (42.9) Not Aware 3 (42.9)
7. Is your school implementing the Career Education Program for the first time during the 1974-75 school year?
   Yes 0 No 4 (57.1) Not Aware 3 (42.9)

8. Have you participated in any in-service training sessions related to the Career Education Program?
Yes 1 (14.3%) No 4 (57.1) NR 2 (28.6)
If "Yes," please indicate when. Summer 73

9. Have any of your staff members participated in in-service training sessions related to Career Education?
Yes 2 (28.6) No 0 Not Aware 5 (71.4)

10. Have representatives of the Oklahoma City Career Education Program made visitations to your building?
Yes 1 (14.3) No 3 (42.9) Not Aware 3 (42.9)

11. Has any staff member helped in the development of educational materials for distribution by the Career Education staff?
Yes 0 No 3 (42.9) Not Aware 4 (57.1)

12. In your opinion, how involved are your staff members in the implementation of Career Education activities?
0 Very involved
1 Somewhat involved (14.3%)
1 (14.3) Somewhat uninvolved
3 (42.9) Not involved
NR 2 (28.6)

13. Please check (✓) the appropriate space(s) indicating the date the following Career Education Programs became operational within your building.

Beginning School Year 1973-74	Beginning School Year 1974-75	Non-Operational	Program Title
			Industrial Power Program
			Careers in Home Economics
1			Home Construction Program
1			Career Exploration Program
			Building Construction Cluster
			Interior Decorating Cluster
1			Cooperative Office Training Program
			Vocational Business and Office Program

14. How many students have enrolled this year in the following programs?

Number of Students Enrolled	Program Title
	Industrial Power Program
	Careers in Home Economics
18	Home Construction Program
34	Career Exploration Program
	Building Construction Cluster
	Interior Decorating Cluster
19	Cooperative Office Training Program
	Vocational Business and Office Program

15. In your opinion, what are the best features of the 1974-75 Career Education Program?

Awareness of the world of work

16. What recommendations do you have to improve the quality of Career Education within the Oklahoma City Public Schools?

Grouping by grade level relating to area of interest

APPENDIX AB

N = 24 (RS)

RAW SCORES AND PERCENTAGES INDICATED

DEPARTMENT OF RESEARCH AND STATISTICS
OKLAHOMA CITY PUBLIC SCHOOLS

ASSESSMENT OF THE CAREER EDUCATION PROJECT
(High School Counselors Form)

1. Did you participate in Career Education activities during the 1973-74 school year?
   Yes 7 (29.1%) No 1 (4.2) NR 16 (66.6)

2. Have you had contact with a representative of the Career Education Program this year for purposes of explaining the objectives and activities relating to the Career Education Program?
   Yes 6 (25%) No 2 (8.4) NR 16 (66.6)
   If your response is "Yes," please check the appropriate space(s) indicating how the contact was made.

   4 In-Service
   2 Personal visit
   1 Telephone
   ___ Staff meeting
   4 Mail

3. How knowledgeable do you feel in the use of the Career Education philosophies?
   1 Very knowledgeable 4.2
   4 Knowledgeable 16.6
   3 Somewhat knowledgeable 12.5
   ___ Little or no knowledge
   16 NR 66.6

4. Place a check by those activities for which you have received in-service training from the Career Education staff:

   ___ Use of placement records
   ___ Designing job surveys
   ___ Techniques for interviewing employers
   3 Assessment of student qualifications for specific occupations
   4 Identification of state and local placement services
   2 Roles of state and local placement services
   1 Use of VIEW decks
   5 Use of Career-Related resource materials

5. How effective were the in-service sessions in preparing you to perform the following:

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
Use of placement records	0	8.3 2	4.2 1	0	87.5 21
Designing job surveys	4.2 1	8.3 2	0	4.2 1	83.3 20
Assessment of student qualifications for specific occupations	8.3 2	12.5 3	0	4.2 1	75 18

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
Identification of state and local placement services	12.5% 3	4.2 1	4.2 1	0	79.2 19
Roles of state and local placement services	8.3 2	4.2 1	8.3 2	0	79.2 19
Use of VIEW decks	0	4.2 1	4.2 1	0	91.7 22
Use of Career-Related resource materials	8.3 2	8.3 2	4.2 1	0	75 19

6. Does your school have a placement and follow-up office operated by a school counselor?
   Yes 0 No 7 (29.2) NR 17 (70.8)
   If your response is "Yes," approximately how many students are being serviced each semester? _____

7. Have you worked with classroom teachers on developmental guidance activities to strengthen the Career Awareness Program?
   Yes 5 (20.8) No 2 (8.3) NR 17 (70.8)

8. Have you found the Career Education activities to be of sufficient educational value to incorporate them into regular classroom activities?
   Yes 7 (29.2) No 1 (4.2) NR 16 (66.7)

9. Do you feel that your students have developed new career interest this year from participation in the Career Education Program?
   Yes 3 (12.5) No 1 (4.2) Don't Know 20 (83.3)

10. In your opinion, how effective is the Career Education Program in providing the following:

	Very Effective	Somewhat Effective	Somewhat Ineffective	Very Ineffective	NR
An increase in self-awareness for each student	4.2% 1	20.8 5	0	8.3 2	66.7 16
A more positive self-concept for each student	8.3 2	12.5 3	0	8.3 2	70.8 17
Student awareness of career decision-making skills	8.3 2	12.5 3	8.3 2	4.2 1	66.7 16
Increased student interest in school	4.2 1	20.8 5	0	8.3 2	66.7 16
Student awareness of opportunities in the world of work	16.6 4	8.3 2	4.2 1	4.2 1	66.7 16
Student self-awareness in relation to attitudes toward work	8.3 2	16.7 4	4.2 1	4.2 1	66.7 16

11. In your opinion, what are the best features of the Career Education Program?

Career information booklets
Student involvement in a myrid of activities
Student has an opportunity to learn more about himself and how he relates to the world of work.

12. In your opinion, how could the Career Education Program be improved?

More In-service Training
Prouide additional information geared more for the secondary level
more student involvement
Career Ed. consultants should work directly with classes in each school building

CONCLUSIONS AND RECOMMENDATIONS

There was a general conclusion that the career education project in Oklahoma City has built a solid foundation upon which future lasting growth can be accomplished in a meaningful fashion. Empirical conclusions of the project staff include:

1. Staff motivation cannot be achieved by inservice alone. Personal contacts must be established and maintained throughout the year.

2. A meaningful scope and sequence is difficult to achieve in the embryonic years of project formation since students in all grade levels must first develop a career awareness.

3. One of the unique problems of a large metropolitan school is the large staff turnover and reassignment. Such phenomenon requires continuous individual contacts concerning career education programs and philosophy.

4. Preservice teacher training should address itself more to career education.

Recommendations included from the career education project staff are:

1. Increased emphasis should be made at the high school level directed at infusion of career education into all curricula.

2. Additional workshops or inservice sessions are needed to expand career education awareness.

3. More day-to-day dialog between career education staff members and the third-party evaluation staff is needed.

The conclusions and recommendations of the third-party evaluation team have been reviewed and are incorporated herein. These conclusions and recommendations are located on pages 67 through 91 of this report.

APPENDICES

APPENDIX A

CAREER EDUCATION SPEAKERS

Speaker	School
First Semester	
Patience Latting (Mayor)	North Highland
Dave Holliday (TV News)	North Highland
Elaine Shuster (Lawyer)	North Highland
Tom Mahoney (Channel 9 Weather)	Garden Oaks
Fred Simpson (Painter)	Truman
Mike Munday (Disc Jockey)	Garden Oaks, Edwards, and M.L. King
Dwaine Farley & Staff (Marine Biology, Water Quality)	2 times at Longfellow, Polk, and M.L. King
Dr. Joe Savage (Drug Abuse)	Garden Oaks
Doyle Keeton (Marine Diver)	Longfellow
Bob Boyd & Tom Morton (Airport Manager)	Garden Oaks
John Gatchell (Geology)	Truman
Dee Morales (Zoo Attendant)	5 times different schools
Ben Pucci (Lee Way Transportation)	Parker
Barbara Henke (Exercise Consultant)	Edison
Mary Mott (Artist)	Edwards
Noel Noblitt (Make-up Artist)	M.L. King, Garden Oaks
Jacque Orenstein (Chef)	Longfellow
Lt. Bill Price & Staff (Law Enforcement)	Green Pastures
Bill Ledlow (Carpenter Training)	Edison
Maurice Benefee (Upholstery)	Edwards
Riley Fitzhugh (Airline Administrator)	Edwards
Warren Jones (Lawyer)	Truman
Lee M. Marsh (Drug Abuse)	Garden Oaks
John Snelling (Zoo Attendant)	Garden Oaks
Second Semester	
John Gatchell (Geology)	North Highland
Don King (Police Department)	M.L. King, Mark Twain
Noel Noblitt (Make-up Artist)	Edwards, Edison
Janet Petree (Horse Trainer)	Polk, Garden Oaks
Joyce Jackson (Model)	2 times at Polk
David Gray & Joe Black, Jr. (Jewelry)	Edwards
Tom Mahoney (Weather)	M.L. King, Parker, and Garden Oaks
Bruce E. Rey (Plant Life)	Garden Oaks
Roma Eschler (Health)	M. L. King
JoAnn Henderson (Model)	Garden Oaks
Karen McCoy (Health)	Ross
Doyle Keeton & Jim Sellers (Divers)	Garden Oaks, Edwards, and North Highland
Dwaine Farley & Staff (Water Quality)	Dunbar, North Highland
Melrose Stanley (Chef)	Mark Twain, Edison
Dennis Butcher (Display)	Garden Oaks
Buddy Burns (K-9 Service, police department)	Ross

Speaker	School
Arnold Hamilton (News Reporter)	Garden Oaks
Pat Weinstein (Channel 5 News)	Polk
Parker Smith (Beautician)	Mark Twain
Bill Hughs (P.A.)	Edwards
Tom White (Consumer Protection)	Edwards
Marva Nero (Telephone Company)	Edison
Pete Noble & June Cherry (Registered Nurse)	Mark Twain, Edgemere
David Nunn (Banjo Player)	Edgemere
B. B. Broome (Aircraft Repair & Service)	M.L. King
Rick Alexander & Bob Davy (Manufacturing)	M.L. King
Ron Vandergrift (Metal Sculpture)	Dunbar
Nan Patton (Public Defender)	Garden Oaks
Chief Holmes (Fire Department)	Edwards
Harvey Johnson (Disc Jockey)	Edison
Pat Clarke (Disc Jockey)	Polk
Bill Perry (TV News Reporting)	North Highland
Gary Glasgoe	Edgemere
Mary Mott (Artist)	North Highland
Tom Brett (Judge)	Garden Oaks
Dr. Jim Burford (Drugs)	Polk
Terry Pruett (Anthropology)	Polk
Ben Tipton (TV News Reporter)	M.L. King
Jacque Orenstein (Chef)	Edwards
Laurie Pierce & Staff (Navy Recruiting)	Ross
Warren Jones (Lawyer)	Dunbar
____ McCord (Geology)	North Highland
Ben Pucci (Lee Way Truck Driving)	Hoover Middle School

APPENDIX B

CAREER EDUCATION TOURS

Tour	School	Number
Community Action Program	NA (Teachers, K-12)	50
State Department of Health	Garden Oaks	45
	Dunbar	30
St. Anthony's Hospital	Polk	30
Mercy Hospital	Polk	45 & 25
Cherokee Hills Animal Hospital	Polk	25
Southwestern Bell Telephone Co.	Parker	30 & 30
	Edison	42
District Courthouse	Dunbar	30
County Courthouse	Dunbar	30
	Longfellow	65
Oklahoma City Police Station	Longfellow	64
	Edison	45
	Garden Oaks	25
Oklahoma Highway Patrol	Garden Oaks	26
Myriad Convention Center	Longfellow	65
KWTV Television Station	M.L. King	40
	Polk	35
	Edison	30
Educational Television Studio	Polk	45
Will Rogers Airport	M.L. King	40
	Shidler	26
	Polk	50 & 50
	Garden Oaks	25
Fleming Foods	Edison	45
Safeway Ice Cream & Milk Plants	Edison	40 & 40
	Polk	75
	Garden Oaks	26
Oklahoma University	Parker	30
	Garden Oaks	50
Central State University	Longfellow	80 & 75
Oklahoma Journal	Edison	45
	Garden Oaks	25
State Capitol Building	Lincoln	75
	Truman	45
	Polk	75

APPENDIX C

INSERVICE WORKSHOPS

Dates	Participants and Subject
August 8, 9, 1974	16 High School Counselors in Career Counseling.
August 19-23, 1974	25 7th and 10th grade Home Economics teachers worked on curriculum development.
Sept. 25, 26, and Oct. 2, 3, 1974	103 5th year principals and teachers in a career education workshop.
Sept. 9, 16, 23, 30; Oct. 7, 14, 19, 28; and Nov. 4, 18, 1974	6 selected 7th grade Home Economics teachers worked on curriculum development and implementation.
Nov., 1974 through March, 1975	6 Cooperative Vocational Education Teachers worked on a curriculum unit in student personal development
Sept., 1974 through May, 1975	6 Middle School Industrial Arts teachers worked on "World of Plastics" curriculum.
February 6, 1975	16 Middle and High School Home Economics teachers in career exploration workshop.
March 13, 1975	34 5th year teachers in a handicrafts career workshop.
June 2-9, 1975	105 K-12 teachers attended Kaleidoscope '75.
June 9-20, 1975	3 teachers at Dunbar worked on Practical Arts curriculum development.

APPENDIX D

PUBLICITY EXAMPLES

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Children are our Business

Community Career Education

By SARA EARNEST AND TOM DE SPAIN

OKLAHOMA CITY's Mayor Patience Latting receives an essay on government from 5th year student Erin Doherty, North Highlands School, while Teacher Delene Monroe looks on. Students heard Mayor Latting talk to students about city government.

Two years ago, in an attempt to provide a more complete educational experience for a greater percentage of its students, the Board of Education of the Oklahoma City Public School System approved a proposal to be submitted to the United States Office of Education requesting funds to implement a career education program for grades 5 through 12. The proposal was approved by USOE, and funds totalling $400,000 for a three year program were awarded and work began in August of last year. Funds are administered by the Oklahoma City System through the Oklahoma State Department of Vocational-Technical Education.

Personnel directly involved in the program are Dr. Don Frazier, project director, Oklahoma State Department of Vocational-Technical Education; Dr. Sizemore Bowlan, director of vocational-technical and continuing education, Oklahoma City Public Schools; and the career education staff. The staff includes Tom DeSpain, career education coordinator; Cal Holloway, liaison specialist; Sara Earnest and Gary Hornish, occupational specialist.

The key to the Oklahoma City program is community involvement. Community based career education is a program that projects the classroom into the environment in which we actually live, an environment full of stimulating, talented people, an environment in which the most relevant of education can take place.

Although career education is currently funded through the State Department of Vocational-Technical Education, the concept of career education seeks to serve as an umbrella which embraces all of education including academic, general, and vocational.

The Oklahoma City program has developed four major thrusts; career awareness for elementary students, career exploration for the middle school, career preparation for the high school, and career information and placement for student drop-outs or potential drop-outs. The entire career education program has been designed to illustrate the importance and relevance of the community as a realistic, viable and intrgral part of the total school curriculum.

A major goal of the 5th year awareness program is to utilize community resources for the purpose of developing in youth an awareness of self, an awareness of the wide range of options open to each individual, and the realities of the world of work. An example is the career education television series carried on Channel 13 and 11 at 1:30 p.m. on Tuesdays for 5th year students. Students are exposed to a variety of occupations in the 15 occupational clusters identified by the U.S. Office of Education.

In trying to capture the interest and imagination of the 5th year students, stimulating workers from the Oklahoma City community appear on the second semester television broadcasts: a recreational director, a karate instructor, a space scientist, a truck driver, a ballet instructor, and many others will all make guest appearances sharing career information with the students.

Another source of community involvement is the career education speaker and tour program. Many interesting experiences are afforded the students by gracious citizens of the Oklahoma City area who donate their time and effort in speaking engagements and tours. Firemen, weathermen, truckers, morticians, engineers, and astronauts are just a few examples of our career speakers. These men and women try to assist students in gaining a better understanding of what is involved in the world of work.

Just recently Mayor Patience Latting spoke to students at North Highlands 5th Year Center explaining some of the functions of city government and encouraging the students to establish a system of student government at their school. The career education field trips are designed to take students

out of the "school" classroom and into the community "classroom" to see workers in action. Field trips include visits to the capitol, major universities, local banks, law enforcement agencies, TV studios, food processing and packaging plants, the Spring Festival of Arts, and many other places in the Oklahoma City area. Community involvement is indeed an integral part of the 5th year awareness program.

Students at eleven middle schools in Oklahoma City are involved in career education activities in all three grades. One example of this involvement occurs in a class called World of Construction. Designed as a replacement for the traditional 7th grade industrial arts class, World of Construction students are exposed to some 80 careers in the construction field.

This exposure is realized through building a complete small scale wall section of a home. Students construct the foundation, wire, plumb, roof, and completely finish the interior and exterior of their section. The different careers involved are stressed throughout the course by the instructor and by outside speakers brought in from the community. Students of one middle school displayed their wall section last year at the All-City Industrial Arts Fair held at the Crossroads Mall.

Staff members at many of the Middle Schools in Oklahoma City have been actively seeking ways to involve all of their students in career education this year through community involvement. In many classes, outside speakers and field trips are the order of the day.

Although teachers have for years been involved in such activities to a greater or lesser degree, the career education concept seeks to "sell" community involvement as a valuable learning tool and to convince teachers that by emphasizing the careers observed during these experiences, education can show greater relevancy to more students.

At the high school level, new courses have been added to the business, vocational, industrial arts and home economics curriculums to better relate these classes to their career possibilities. In many of these classes, students will actually work part time as part of their grade.

In other classes, the classroom experiences will involve the student in "real-life" situations such as job interviews, working in the communication center of a business, or caring for small children. Again, speakers and field trips are utilized by the teacher to relate course content to the real world.

The Career Information and Placement Center, established at the System's Adult School, is designed to assist those students who are drop-outs or have been identified by school personnel as potential drop-outs. Career counseling is given the student and an attempt is made to show the relationship between schooling and the student's career goal. Since many students do not have clearly defined career goals, assistance via counseling, printed material, filmstrips, and other aids must be furnished. Many times, the liaison specialist at the center will bring groups of these students together to visit with personnel directors from different businesses or industries in the community, or representatives from other agencies such as the Oklahoma Employment Securities Commission.

Other students may simply want a job, and not desire to return to school. In cases such as this, an attempt is made to place the student. Experience has shown that many of these young people will return to school – after working a while. Experience has shown these students the limited career opportunities of a high school drop-out.

While working with these young people demands a great deal of community involvement in terms of job information and job placement, response from community members has been overwhelming.

Community response, at least in part, has been facilitated by an advisory committee, composed of community members, formed to offer guidance and direction in the implementation of the Oklahoma City Schools' career education program. Representatives from state agencies, local business and industry, PTA, the clergy, and educational institutions are represented on this committee. Their help has been a valuable asset to the program.

People might ask if career education is the answer to problems confronting education today. In the last three years close to a third of all school districts in America have initiated career educational efforts. Over thirty-five state departments of education have appointed career education coordinators. At least twenty state boards of education have passed resolutions supporting career education. All of this occurred without a federal law called career education.

President Ford, in a recent commencement address at Ohio State University made these remarks. "At home, the Government must help people in doing things they cannot achieve as individuals, accordingly, I have asked the Secretaries of Labor and of Health, Education, and Welfare to report to me new ways to bring the world of work and the institutions of education closer together. For your Government, as well as for you, the time has come for a fusion of the realities of a work-a-day life with the teachings of academic institutions."

For these reasons, and more, career education seems one possible answer to the many problems confronting the educational institutions of today.

Career Education Program Seeks Community Involvement

By GARY MINNICH

Community involvement is the key to a program in the Oklahoma City public schools aimed at introducing students to the many options in the "world of work."

The Career Education Program was discussed by Tom DeSpain, career education coordinator, just prior to National Career Education Week, Monday through Friday.

The purpose of the program, he said, "is to expand the student's career options through increased knowledge via classroom experience counseling and community involvement."

"The premise is to get the community involved and use the community as a learning experience," he said.

This is basically accomplished through speakers from various occupations, who visit classrooms and tell the students about their jobs.

But aside from the jobs themselves, the speakers also go into the type of lifestyle that goes along with it such as leisure time activities they can expect and the monetary advantages and disadvantages, DeSpain said.

"We are attempting to relate a classroom experience to what they may be doing later on in their life. This makes education more relevant," DeSpain said.

"We are not trying to guide or direct them in any way. Rather we are trying to provide options."

The students are not confined to learning about career possibilities in the classroom. The program has also included field trips to such places as a veterinary clinic, food processing plant, police station, the state capitol and other places where students can observe various careers firsthand, he said.

The program is designed for grades five through twelve and has received $400,000 from the U.S. Office of Education to be used over a three year period. It began in August of 1973.

In essence, the program has developed "four basic" thrusts, DeSpain said. They are career awareness for elementary students, career exploration for the middle schools, career preparation for the high schools and career information and placement for dropouts and potential dropouts.

Another example of community involvement has been the presentation through educational television of an afternoon TV series which introduces elementary students to workers from different careers.

A project is currently underway in 11 Oklahoma City middle schools designed as a replacement for the traditional seventh grade industrial arts class, he said.

Called World of Construction, DeSpain said students are exposed to some 80 careers in the construction field by building a complete small-scale section of a home.

The project consists of building a foundation, installing wiring and plumbing, building the roof and completely finishing the interior and exterior with the different careers involved being stressed by the instructor and outside speakers, DeSpain said.

At the high school level, he said, many new courses have been added to better relate certain classes to their career possibilities and in many classes "students will actually work part-time as part of their grade."

In other classes, experiences include realistic situations such as job interviews, working in the communication center of a business or caring for a small child.

The career information and placement center aspect of the program was designed to assist dropouts or students identified as potential dropouts, DeSpain said.

"Career counseling is given the student and an attempt is made to show the relationship between schooling and the student's career goal."

And for students who merely want a job and have no intention of returning to school, the center attempts to place him even though "experience has shown that many of these young people will return to school after working a while," he said. "Experience has shown these students the limited career opportunities of a high school dropout."

There is really no way to measure the program's success except through teacher observations, DeSpain said, but educators in Oklahoma City are excited about it and "the community response has been overwhelming."

OVERVIEW

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100 Teachers Participate, Workshop Acquaints Them With Community

Cook it, eat it, hear it, knot it, paint it, bend it, stretch it, dream it, melt it, write it, play it, feel it, predict it, see it and live to tell about it.

That's how some 100 Oklahoma City teachers got better acquainted with their community in a special workshop aimed at helping them use community resources to make classes more relevant.

The teacher education workshop was "Kaleidoscope 75 — Career education through community involvement."

"Because the background and education of many teachers in the public schools has been focused primarily upon teaching, many relate to their students only in a classroom environment. If public education is to be education for life as increasingly proposed by many educators and community leaders, teachers must be educated to use their community as a valuable learning experince for their students," explained Tom DeSpain, coordinator for career education.

"Kaleidoscope 75" was a summer workshop sponosred by the Career Education staff and the Oklahoma City Chamber of Commerce, the national Alliance of Businessmen and Central State University.

Community representatives led 19 sessions dealing with "concerns of society," "Our human and natural environment," "the arts," and "the inquisitive mind."

Activities included a rock hunt, a gourmet foods feast, a clown clinic, magic show and a session on Extra Sensory Perception and pyramids as well as sessions on yoga, aging, acupuncture, dream analysis and hypnosis.

Concerns of society ranged from news coverage — "slanted or straight,", the penal system, drugs, the battered child, and a consumer report on credit and interest laws followed by consumer protection tips.

June, 1975

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